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THE LATE RAI BAHADUR SADHU SESHAYYA.

IT is with the most heartfelt regret that we have to record the sudden death from hæmorrhage of Rai Bahadur Sadhu Seshayya, Tamil Translator to the Madras Government, and late Acting Principal of Kumbakonum College, whose recently delivered lecture on the early days of English Education in India, we publish in this number. The sad event occurred on the morning of October 7th, at Kumbakonum, the scene of so many years of his educational work.

To his sorrowing family it may perhaps be some slight consolation to know that they do not mourn alone, but that their grief is shared by all the teachers

of South India, and not by teachers only but by all who ever came into contact with him who is gone. His death is a loss not only to Kumbakonam and Madras but to all South India. For Sadhu Seshayya was no common man. No one who was acquainted with him even for a few hours could fail to mark that he was of a different mould from the everyday man one meets. His dignity, his complete freedom alike from affectation and servility, his simplicity, his intellectual power, all united to raise him above the level of ordinary people. One felt instinctively in speaking to him that one was in the presence not only of a clever but of a good man, who lived what he preached, and from whose eyes the worldly scales had fallen. And so indeed they had. Taught in the day of small things the stern truths of life, he never needed, when age and honour came upon him, to be reminded that it is not the worldly but the spiritual that is important to man, and that integrity not popularity is the aim of the truly great. A seeker after truth, he was too honest to support any movement in which he did not believe. To him popular cries were not necessarily true because they were popular, speeches were not wise because they were applauded, measures were not evil because they were disliked. Hence his patriotism was not of the platform order, but was none the less real and none the less wise, for it consisted not in discussing subjects which people may or may not understand but in training people *to* understand. It was unselfish, it was disinterested. He chose the better part, the work of a teacher, a guide, a friend of the youth of his time, and it was just because he understood so well the noble nature of this work that he

would not stoop to become a partisan. It was not the success of a party or a programme, but the victory of truth itself for which he strove, and for this reason he bore with him to his death the honour and respect of all who had known him, and the filial affection of hundreds of his students.

Born in 1841 at Cuddalore, and not gifted with worldly goods, young Seshayya had many difficulties to overcome before he could win the necessary academic qualifications for his career. In spite of his ability, which was early recognised, he had twice to refuse scholarships at the Presidency College, Madras, owing to family difficulties, and postpone indefinitely the taking of a university degree. Entering Government Service in 1860 as a Zillah Schoolmaster on Rs. 20 a month, he worked for his Matriculation and First Arts Examinations privately, the latter of which he passed in 1864. Having been given a post at Kumbakonam in 1866, he had a better opportunity of carrying on his studies in their higher branches, and took his B.A. degree in 1869. Since then he was called upon from time to time to fill almost every kind of appointment in the Educational Department, and did so with conspicuous success. As lecturer, professor, headmaster, inspector and principal, his work and influence have left their mark on the history of South Indian education, and, what is still better, on the lives and aspirations of South Indian teachers. He has set them a noble example of zeal and patience, of integrity and independence, of courtesy and simplicity. His talents were great and he used them for great ends. His path in life was not always smooth, but its roughness never daunted or soured his spirit. From poverty

he learnt generosity and sympathy; from study, wisdom and toleration; from religion, faith and piety.

Such as he was, he is gone,—passed into peace. But we who are left amid the turmoil and cares and weariness of the world, with our temptations ever at hand and our spirit so often cast down, we who at times almost envy him his rest with the spirits of just men made perfect, may look up and take courage again from the example he has left us. It is this that Sadhu Seshayya has bequeathed to his brother teachers of India, a gift more precious than gold, a heritage more splendid than empire, which will live and work and conquer when the men and books of to-day are dead and forgotten. God grant there be more like him.

KARL THE GREAT.

Great men, it has been said, are great because they concentrate in themselves the feelings, aspirations and types of their century. Whether this be so, certain it is that on the page of history individuals often stand forth as the representatives of their age, as carrying to its fullest expression the life inarticulately existing around them. Thus it was that Dante voiced mediæval Europe, and that the old order on the eve of change leapt up with one last passionate flicker in the eloquence of Burke. Of Karl the Great Gibbon has remarked that he alone of the many on whom the title has been bestowed, has enjoyed it as a permanent addition to his name. The reason is perhaps not far to seek. He was at once a representative and a creator; voicing the aspirations of his age he restored an ideal that threatened to disappear. Uniting in himself the two forces—Romanism and Teutonism—from whose struggle Europe has been evolved he started his age on a higher level of development. He was great with the greatness of the man, who belonging to his century and yet in advance of it satisfies its aspirations and creates them afresh.

The dualism, which made Karl the Great so truly representative of his day, is everywhere apparent in his character and career. In

his joyous animal spirits, in the irresistible energy that bore him for forty-six years unceasingly over the face of Europe, from the Ebro to the Oder, and from Brittany to Hungary, he was a Frank. But, physically a Teuton, mentally he was a Roman, in his wide outlook, his zeal for learning and education, his love of order, and above all his ideal of an European empire welded together under a strong central authority. In his government too the same combination of rival principles is to be met with; on the one side the support of the Church—a body essentially Roman in its ability to rise superior to the social differences of the day, and the mystic splendour still clinging to the Imperial title: on the other the tribal loyality of the Frankish nation. In the conditions of the age it was inevitable that the tribal basis should be the real source of power. Thus Karl's Government has been described as Roman in semblance rather than in fact. He could never, even if he would, have freed himself from the "constitutional" maxims of his ancestors. The annual Frankish assemblies were held with great regularity, his wars were national wars undertaken with his followers' consent, while each of the many peoples subject to his rule was allowed its own own peculiar laws and institutions. At the same time the great Capitulary of 802 is evidence of Karl's efforts to counteract the centrifugal forces of the day. It was from the brain of the Roman Emperor not the Frankish King that the Missi Dominici were evolved. His officers were to penetrate to every province of his empire, hearing complaints, doing justice, redressing wrongs and making his presence felt in the remotest corners of his dominions. Manifestly impossible as such a scheme was under existing conditions, it demonstrates at least the Emperor's ideal—his effort to create a bond of unity among his widely differing subjects by their recognition of a common head. In the face of tribal antipathies such a bond was ludicrously insufficient, but Karl must at any rate be credited with doing what he could with the forces at his command. His alliance with the Church, for which by hereditary training no less than policy he was naturally disposed, shows that he accurately gauged the conditions of his day. Elsewhere, political unity was being worked out through ecclesiastical unity, and had his ideal for a moment been possible it could only have been so by clerical support. As the sole universal organisation of the day, as the one really efficient bond of union in that age of separation the Church lay ready to his hand for the prosecution of his design. In the light of after events it is easy to describe his policy as shortsighted, but, practically, he had no choice. The Church was the only force with which he could hope to combat the centrifugal tendencies of nascent feudalism.

Nor must it be forgotten that Karl never for a moment contemplated priestly domination. In this theory of the State the spiritual and temporal provinces were not rigidly distinguished. All alike owed allegiance to him as Head of Christendom. Bishops and Abbots took the oath of fealty and held their lands on military service,

not other than temporal lords. In the ecclesiastical synods Papal legates gave way before the Imperial majesty: while even Leo. III. himself was not above being lectured on his duties. It was the Emperor not the Pope who in Karl's eyes represented the Deity on earth, and as such was primarily answerable for the spiritual, no less than the temporal, welfare of Europe. In evidence of Karl's conception of his position Bryce has called attention to the Capitulary of 802 in which the consequences of the oath of fealty are set forth. He who had taken the oath was bound thereby "to live according to his strength and knowledge in the holy service of God;" in fact the distinction between crime and sin is obliterated and "the whole cycle of social and moral duty is deduced from the obligation of obedience to the visible autocratic head of the Christian State." It is curious to find Karl thus foreshadowing the claims which three centuries later Hildebrand was to put forward from the opposite side.

From the outset Karl's attempt to reconcile Romanism and Teutonism was hopeless. The combination of central and local government, which is still a problem of politics, could scarcely be solved by the hereditary chieftain of a semi-barbarous tribe, struggling in a world of chaos. For a moment in the face of his genius a compromise might be effected and the lion and the lamb lie down together. But the Roman principle of indivisible empire could not be reconciled permanently with the Teutonic one of equal partition, and the strains of conflict would be imposed by the very event that deprived the empire of its head. With the accession of Lewis the Pious, death ceased to fight on the side of unity, and the evils of partition were once for all made manifest in the rivalries of his sons. Yet the principle was too consonant with the spirit of the age to be disregarded, and the great Emperor had been scarcely a generation in his grave before Teutonism in the Treaty of Verdun had shattered his work. The readiness with which his empire dissolved into its component parts shows clearly how purely personal was its bond of union. This was recognised in the scheme of family governorships revolving round an imperial head, by which Lewis the Pious sought to hold it together. In the face of family discords such a scheme was almost ludicrous in its insufficiency, yet this expression of a pious wish was probably the utmost effort towards unity possible under the conditions of the 9th Century. It was a tacit admission of the hopelessness of the imperial dream.

It was at one time the custom to ascribe the downfall of the Karlings to their own incapacity. Rois fainéants are too apt to be served up on such occasions, and seem specially designed by a merciful Providence to save us the trouble of looking deeper. That the Karlings were unequal to the tremendous struggle to which they were called is obvious, but that they fell away, like the race of Merov, into decrepitude seems by no means the case. The judgment of history is necessarily imperfect: fastening its gaze on

the conspicuons facts of success or failure it can deal only in rough and ready verdicts. The long silent struggle of brave men against too heavy odds is lost sight of in the effulgence of victory and gloom of defeat, alike overwhelming. But that the Karlings retained to the last something of the vigour and capacity of their great ancestors is shown by the careers of Arnulf of Germany and Louis IV of France. It was not their own incapacity but the greatness of their founder that destroyed them. In bequeathing to his race the memory of his own glories and the impossible task of maintaining them Karl laid on it a heavy handicap. He restored an ideal to the world but he sacrificed his own family. As the work of reconciling the opposing forces became more and more impracticable, and feudalism issued forth on the world, the Imperial pretensions were left floating unsupported is the air, like the visionary creation that they were. Fallen from their high estate the Karlings lost prestige and with that lost every thing, since a common recognition of the Imperial prestige, was the sole bond of union between the various peoples who had bowed for the moment before Karl. On the death of Karl the Fat even the semblance of unity was lost, and the empire forever dissolved into its components —France, Germany, Burgundy, and Italy— while even within these separate dominions the Karlings found their power cramped and their authority defied. A century had not elapsed from the day when Karl was laid in the Cathedral of Aachen ere his male line had ended abruptly in Germany. The West-Frankish Karlings had still some seventy years of struggle before them: then, having lost all else they had to lose,t hey saw even the royal title torn from them. The triumph of Teutonism was complete: its revenge had been exacted to the uttermost. Weighed down by the burden of an impossible empire, haunted by the spectre of a failure that was inevitable, the Karlings had lost the power of being even feudal kings.

A.B.C.

THE ELECTION OF FELLOWS IN THE MADRAS UNIVERSITY.

A few days ago Mr. G. Subramania Iyer, B. A., wrote to the Madras papers to withdraw his candidature for election to the Senate of the Madras University as he had found that under the rules he was not eligible. He was certainly one of the better candidates and his enforced withdrawal is to be regretted. It has this advantage, however, that it should enable him to reconsider the grounds of his candidature. We gather from his manifesto that

he asked for a place in the Senate not because of his academic distinction, or his educational experience, or his interest in educational matters, or the likelihood of his taking an intelligent or useful part in the deliberations of the Senate, but as a token of the voters' approval of his public life. This appeal must have shocked every right thinking voter. Surely an old appeal of Mr. Subramania Iyer's to his Municipal constituents was issued by mistake! If, however, the ground of appeal was deliberately chosen, it reveals how far has gone that deplorable inability to understand the position and duties of a member of the Senate which has been noticed not infrequently of late. That the Senate is the body where personal distinction in other fields is to be rewarded, or in which party politics is to rule, is an idea which seems to be growing, with deplorable results. The *Hindu* itself rebuked one symptom of this fatal misconception the other day. It called attention to the fact that at the last meeting of the Senate though a very large number of native members were present at the voting for the Chairmen of Faculties and Members of the Syndicate, not a single native Fellow remained to the end. Not one Indian Fellow took the trouble to stay for the discussion of the question whether the study of the Indian political system should be removed from the subjects taught within the University! The *Hindu* seemed to imply that this showed a lack of interest in the real working of the University. Acquaintance with many of the Hindu Members of the Senate convinces the present writer that any such generalisation would be an utter mistake. But if Fellows are to be elected because they are patriotic editors, or excellent Municipal Commissioners, or on any other ground than their intelligent interest in Higher Education, evil days are in store for our University. It was a surprise and disappointment that a gentleman of Mr. Subramania Iyer's position should have made his appeal to the voters on the ground he chose. It may be of service to him and others to know that, in the opinion of some at least who read his letter, his appeal was his worst enemy.

His enforced withdrawal, however, suggests other thoughts. Can rules of election be regarded as satisfactory which make a gentleman of Mr. Subramania Iyer's standing ineligible, especially when we are officially told that 'the field from which candidates may be selected should be as wide as possible'? He labours under a twofold disqualification. If he were not a graduate, he

would have been eligible. Brilliant effort of genius by which academic distinction was actually made a bar to membership of a University Governing Body! And being a graduate he is ineligible because he is not a Bachelor of twenty years' standing. The rationale of this restriction it is hard to discover. Is it intended to secure that only men of prominence shall become Fellows? That is secured by the elective system itself. Is it intended to restrict Fellowships to men of mature age? The Fellows appointed by nomination are frequently of a standing which puts them beyond the range of election. It cannot be intended to ensure that those best qualified to advise the Senate shall be elected, for Bachelors of Arts of more than twenty years' standing will have usually strayed from the educational field to some other where educational questions are not their special care. If the Government wants a Senate of experts in Higher Education, it can scarcely be said to have gone the right way to secure it. It is astonishing how few who know anything about High School and College education are eligible under the existing rules. Really candidates can scarcely be blamed for dwelling upon any qualification but educational knowledge when Government has gone out of its way to disqualify the mass of practical educationists for election. The disqualification of Mr. Subramania Iyer is a *reductio ad absurdum* of the rules. Here is a gentleman who has lived long enough to secure the confidence of the people sufficiently to be chosen to represent South India before an all-important Parliamentary Commission. The Rules say he is not old enough or prominent enough to be eligible for the Senate of the Madras University. Had all his life been spent in educational work, it would have been the same. In its wisdom Government has made no conditions with regard to educational experience. Anybody may be elected provided he has not graduated at all, or is a Bachelor of twenty years' standing, or has taken a higher degree. Probably the generosity of making non-graduates eligible will be defended on the ground that the University is still young and that twenty-five years ago young men did not so naturally take a University education as they do now. It may with as much truth be said that it is only lately that the M. A. has come into vogue at all, and that many, who if they were students now, would take their M. A., ten or fifteen years ago stopped naturally at their B. A. But the University has now been in

existence forty years. Temporary measures for the benefit of those who lived in pre-University days are out of date. The Senate needs the best educationists of whatever standing they may be. It is time to sweep away restrictions which rule out from eligibility so many who can enlighten it. Every meeting brings into greater prominence its deficiency in practical teachers.

If the Government must have some restrictions, let it have those which will do least damage. If it must exclude somebody, let it exclude those who have not graduated. If it must give a preference to any class, let it be—not to people who have not seen the inside of a College for twenty years, but to those those who are engaged day after day in the practical work of the University, and who know, not by the *à priori* reasoning of ignorance, but by actual experience, what is required to give the higher Education in India its proper character.

The rules as to the electoral body seem equally to call for reform. Presumably in the constitution of this Government imagined it was following the example of Oxford, Cambridge and London. Here surely it may be said we must be on right lines, for both London and the older Universities have Convocations in which old graduates play a prominent part. Unfortunately this institution has long been recognised as the worst feature in all three of the English Universities. It is the old graduates who know nothing about present conditions who are the despair of all practical University workers. London Convocation is notorious, and the flocking up to Cambridge or Oxford of those who graduated in an earlier generation, to vote against any proposed reform, is an abuse which can only be borne at all because it has its humorous side. But these men have shown their interest in the University in a practical way. In the older Universities they are required to keep their names upon the rolls of their colleges, which ensures that at least they contribute towards University education. At London too they can only retain their right of voting by the payment of a fee year after year. Thus something is done in each case to restrict the voting to those who have sufficient interest in the University to make some little sacrifice in its behalf. The mass of old graduates, certainly of graduates of twenty years' standing, have no votes in the affairs of the English Universities. It may be a pity but

it is true, especially with regard to London, that the interest of most graduates in the University ceases when they have taken their degree. By the time they are graduates of twenty years' standing they have long ceased to have any practical acquaintance with University affairs and can certainly take no intelligent part in their settlement. Here in India then we have adopted just the weakest feature in the English Universities. We have removed the only safeguards by which it is prevented in England from being an intolerable nuisance, and we have by the restrictions imposed thrown it into the hands of the very men who are kept at arm's length in England, lest their influence should be fatal. Is it too much to ask that some steps should be taken to make the electoral body, as well as the body from which candidates may be chosen, more adapted for its work? Again we would say if Government must exclude somebody, why not those who have ceased to have any connexion with higher education? If it desires the franchise to be given to competent electors, why not take a little care that those best qualified by actual educational work are included?

X.

STUDENTS' BLUNDERS.

The examiner's task is on the whole a dreary one. It is monotonous to read the same answer some hundreds of times even if it is right, but when he encounters the same mistake again and again it begins to get on his nerves. To the statistician who delights in calculating how many times the newspapers published in a single day would stretch round the earth, if cut into strips an inch wide, it might be interesting to know what percentage of candidates would manage to get the phrases "eke out one's livelihood," "a good natural scenery," and "in this world," into an essay on a given subject: but their constant recurrence has a far from soothing effect on most people. Occasionally, however, a flash of humour, intentional or unintentional, but generally the latter, relieves the tedium of valuing answers. A Euclid paper is the last place where one would look for anything funny, but a new method of proof of the equality of two quantities which the writer encountered some months back reads like a parody of I. 19. "If AB is not equal to CD it must be

either greater or less than it. But it is not greater because it is not greater, and it is not less because it is not less. Therefore it is equal to it." English papers are, however, much more fruitful of amusement, and I propose to give some answers collected a few years back.

Of the following two explanations of the meaning of "to go to the wall" the first is intelligent, though the orthography is peculiar. The other seems to have been prompted by the desire to write *something*, no matter what. (1) "To go to dogs, to be damed. The expression is taken from throwing anything, especially an egg, at a wall with the object of breaking it." (2) "The figure is taken from a canon ball. If the canon balls are fired at a wall there it will stop and not go further. Hence the expression means not to have a proper guide for furthering our prospects in this life." I have tried vainly to understand what was in the mind of the author of this explanation: "To kick over the traces. A person tied round to a tree with his head down and legs up cannot get rid of his difficulty even though he uses the best of his exertion. He will have to be knocking about the same tree. So a person without intelligence will never make new advances in this life but simply will have to follow the footsteps of his master." These are answers given by would-be B.A's, as also is the sentence "Wordsworth was the great poet who immortalized nature."

The mistakes of Matriculates arise in many cases from a defective knowledge of English and perhaps it is not fair to laugh at them. Most of the following, however, are the result of unintelligent cramming. Should the writers of any of them see and recognize the mistakes they made some years ago (which seems improbable) I hope they will join in the laugh themselves.

In "Paradise and the Peri" there is an allusion to the story of Noah. A request to explain this allusion evoked the following answers:—

(1) Nova took with him one of each of the living beings and other things such plants e. t. c. and lived in a boat on the surface of the water and one day he left a duck for the purpose of knowing whether God's anger has been lost or not but it returned simply. From this he understood that God was still angry. Another day he left two of his ducks for the same purpose. But they unlike those

which he first left brought him a branch in each others mouth. From this he understood that God was passionate.

(2) There was every where flood and God sent Noah. Noah ran over the flood but found no bright spot to rest.

(3) Noah was in his ark. He sent first rabbit, then dove to see whether the God's anger has been appeased. The dove came without putting its leg in the country for the flood was there.

(4) The allusion is to the branch of grapes brought by a hauk to Moses when the whole country was washed off by the see.

(5) God commanded Noa to worship Adam and Eve. Noa at first went and settled himself in a forest and ordered a bird (ark) to go and see whether the water which assended up to the heavens has lessened or not.

Why should the limiting clause be introduced into this account of Margaret Roper? "She was a true Christian woman and she loved God always when she has no work." Her story seems to have got mixed up with another in the mind of the author of the statement that Elizabeth's two favourite earls "were the sons of Wolston who came and lived with the family of Swiss family Robinson."

The next three answers contain slight anachronisms; (1) Elizabeth's favourite earls were Charles and James who became kings (*viz.*) Charles II. and James II. respectively. (2) Earl of Essex commanded the Roundheads or Parliamentary Army. He was at last brought to the block during the revolt of Ireland in the reign of Elizabeth. (3) Antigone was the daughter King Ediphus, her two brothers were asked to give up their faith by Henry VIII.

Of the following five definitions of a carpet knight the first is fairly accurate, but there is a pleasing naiveté about it. (1) The knight who fears to meet danger and prefered living rather than to die. (2) A soldier who was as useful as a carpet. (3) A knight who is as bold as a carpet would be in thickness. (4) a knight who wears a dress of a carpet colour. (5) One who wear an armour as thick as a carpet.

A certain amount of variety in the spelling of the word phœnix is perhaps allowable. We can understand a boy writing fenichs. Spinx, phœnetic and phonecian are evidently suggested by other words, but how are we to account for philiex, phœings and phuteox?

Sixth Form students no longer make appeals admisericordiam in their papers, but not long since I saw such an appeal made by a Lower Secondary candidate, in the course of which he remarked with true oriental hyperbole "I thing (think?) you *God*"

H.

ST. PETER'S COLLEGE, TANJORE.

THE Annual Report of St. Peter's College is satisfactory, brief and to the point, showing good work and steady progress. It calls therefore for little comment except a general appreciation of the efforts of its Principal and Staff.

During the last year the college lost a valuable officer by the death of the Senior Sanskrit Pandit M.R.Ry. V. Subbarama Sastri, who had served it with zeal and ability for over twenty years.

In numbers the institution has gained slightly on last year, there being now 126 instead of 119 students.

At the recent University Examinations the college did remarkably well in the Second Language division, especially in Tamil, in which it took the first place in the Presidency. Creditable results were also obtained in Philosophy, there being a goodly number of passes in the Second Class, as well as one in the First and a few in the Third. In the English division of the B.A. and in the F.A. examination St. Peter's, like most colleges, suffered martyrdom in the general slaughter.

We are sorry to see that the special classes for F.A. and B.A. students in Drawing and Shorthand have not met with the popularity they deserve. There are very few colleges that would undertake the expense of giving instruction in these subjects to Arts students, and it is much to be regretted that students and parents are so short-sighted as not to see the importance, even from a pecuniary point of view, of a practical knowledge of them. After a few years, however, when the young graduates have had to do something for their living, they will find out their mistake—too late. We trust that the Principal will persevere in his efforts to keep these classes going in spite of present discouragement.

It is satisfactory to see that Gymnastics are steadily gaining in popularity, being are used as an alternative to Drill, and that Cricket has been energetically and successfully played. Tennis unfortunately has had to be given up.

We note the continued prosperity of the Student's Temperance Society, but are somewhat surprised that such an association should

exist. Students in South India are usually too poor to waste money on liquor. A Temperance Society for wealthy middle-aged leaders of society would be more to the point. We read with interest the Principal's remarks on the working of the Brahman Student's Hostel, in which board and lodging are provided at Rs. 6 a month. Students have not yet got separate studies and so have to read together in one room. This seems a pity, as the noise during preparation hour must be enough to enliven Tanjore, unless there is some exceptionally efficient supervision, or students there are very different from our Madras friends. Would it not be better to let them read in their bed-rooms? Discipline has been satisfactorily preserved, though the Principal seems to regret that circumstances have not yet permitted strict rules to be drawn up. We would suggest that the fewer they are the better, provided morality and order are secured. It is of course, rash to lay down any maxim as to the working of a hostel, but it appears to us that hostels are in greater danger from too strict than too lax rules. A resident tutor with the door-key seems to be the fundamental disciplinary machine of an average hostel, and such a simple mechanism may be very effective. It is to be hoped that the tutor will soon be forthcoming in Tanjore. Such posts, for which bachelors only would probably be eligible, would no doubt be valuable buttresses for the somewhat delapidated fabric of social reform in South India.

In the matter of accomodation, new rooms have been built for the High School, and thus the college classes have gained more space.

This year the deficit on the working of the college was nearly five thousand rupees, which is much to be regretted considering the energetic way in which the college seems to be managed and the highly creditable nature of the report under review. But what are these merits to the crowds of place-hunting Tanjore students who flock up in hundreds to get free-scholarships, fever and failure in Madras?

THE TEACHERS' COLLEGE, SAIDAPET, MADRAS.

To write a report of the Teachers' College, Saidapet, and its various branch institutions is no light task, and it is almost as difficult to give in a limited space an adequate idea of such a document and the official review of it. To clamber over twenty pages bristling with percentages and statistics, and built up on solid paragraphs of staff-changes and attendance, can scarcely be called an inviting excursion. We shall, therefore, content ourselves with giving our readers merely a rough sketch

of the chief geographical features of this report, and not ask them to thread with us its devious defiles. Fortunately the subject matter is so well mapped out that the work of reviewing it is lighter than it appears. The institutions dealt with are six, the Teachers' College, Saidapet, the Teachers' College Gymnasium, the Hindu Branch Training School, the Muhammadan Branch Training School, the Lower Secondary Training School, and the Panchama Training School. Taken as a whole, the report bears ample witness to the energy and zeal of the authorities and staff of this somewhat complex educating machine, and proves them well deserving the congratulations of the Acting Director of Public Instruction. The results have been in the main highly creditable, and the few exceptional unsatisfactory cases probably reflect discredit on the candidates rather than on their instructors. The demand for trained teachers from these institutions is large, and it is pleasant to note as a consequence that nearly all last year's students have already got employment. Hostel accomodation, which is being vigorously developed, is in great requisition, and has fully justified the attention bestowed on it.

Coming now to the individual institutions in order, we deal first with the parent body *the Teachers' College.* There were several changes in the staff during the year 1896-7, the most important being the appointment as Acting Principal and Acting Vice-Principal of Mr Duncan and Mr Scott respectively, owing to the absence of Mr Hall on furlough. This arrangement seems to have worked very well.

Passing on, we note that the need for increased accomodation in the Practising School, and indeed in the college generally, is very apparent. It will we hope be met as soon as possible. The Vice Principal's quarters have been finished and handed-over, but their new roof was not proof against the deluge of the autumn monsoon, and has had to be relaid. A new hostel is at present in process of building.

The library has received an addition of over three hundred volumes, the subjects best represented being *Poetry and Drama, Education,* and *Oriental Literature*; it now numbers some five thousand books, and is growing more appreciated every year. Of books borrowed and consulted, those on Education have been in much greatest demand. This seems to show either that the students read very deep and wide in educational literature, or that they consider pedagogic masterpieces unworthy of a permanent place upon their bookshelves. As works of fiction come in a bad second, it may be presumed that the sorrows of the amateur teacher are habitually drowned in wild delirious draughts of *Waverly* and *Pickwick.* Turning to the unpopular works, it is sad to note that the conso-

lations of religion were only once availed of by the staff, the students however appear to have been ten times as theologically inclined as their teachers. The staff too seem to have needed Art and Engineering as little as Theology, and though it is a matter of regret that in Engineering the students have been still less appreciative than their teachers, we note with pleasure the excellent example they have set in being sixty-three times as artistic. These are a few of the conclusions we base on the literary statistics of the college.

Coming to the more prosaic details of strength and attendance, we find that the numbers in the Training Section are about the same as last year, 63 as against 64, but it is gratifying to see that while there has been a slight decrease in the number of F. A. there has been an increase in that of B. A. and M. A. students. The slight decrease referred to, is probably accounted for by the refusal of the college this year to admit students who have passed in some but not all of the B. A. subjects. This was probably a wise decision, as if a man wants to get real good from a course of training, he must be able to give up his whole time to it. Of the 63 students, 57 are stipendiaries of the Madras, the remainder of the Mysore and Travancore Governments. This is the first year that Travancore has sent up students for training. It is much to be regretted that would-be teachers in South India have not yet awakened to the importance of a course of practical training, which could certainly do them no harm and might do them a great deal of good in their subsequent educational career. Young graduates are too apt to despise training and experience, and the result is that their pupils and employers soon learn to despise *them*.

Of castes, the Brahmans of course predominate, but not as markedly as last year. A Brahman, a Nair, a Syrian Christian and a Thiya form a miniature representation of Travancore. In subjects, Physical Science contributes the most, History and Biology the fewest students. In districts, Tanjore is well ahead in the number of students sent, and Chingleput makes a good second.

The average attendance has been remarkably good, 58 out of 61, and this seems to show that those who have joined the college mean business.

In the Practising Section the numbers have slightly declined, from 331 to 303, but as this has probably been the result of strict promotions, it has no special significance. Progress examinations have been held, and progress reports sent to the parents of pupils. It would be an excellent thing if progress reports could be introduced in South

Indian schools generally, but unfortunately the additional work entailed on the office clerks would probably make them impossible in most cases We note that the authorities have even succeeded in getting the pupils of the upper school to wear the national head-gear. We hope the pupils will live up to their turbans, and be as sedate as their head-dress. Drawing has been taught, and apparently with success. This is a matter of the greatest importance, considering how shockingly deficient the average college student is in this subject.

Turning now to the results, we may briefly say that those for the L. T. Degree are creditable to the college and discreditable to its students. This may seem a strange verdict, but it is the only one we can pass on a comparison of the written with the practical examinations. In the former 24 passed out of 31, in the latter 8 out of 24. The fact is that numbers of students present themselves for the L. T. who have not the slightest chance of passing, because they refuse to put their theory into practice. The book-work a candidate may know by heart, and answer every theoretical question straight from his professor's notes, but give him a class to teach, and in ten minutes every third boy is talking to his neighbour, while the amateur teacher "illustrates," "elicits" and "recapitulates" in the blissful belief that he is doing the work in first-class style. A training college can do much, but it cannot give a man common sense, coolness, clearness and alertness. It may improve but it cannot make a teacher. In the Teachers' Certificate Examination the results were much better than usual, and reflect a good deal of credit on the assistants in charge, Messrs. M. Ramaswami Aiyangar and S. Lakshmana Aiyar.

In Drawing, except in the Elementary Technical Examination, creditable results were obtained in both sections: the same may be said of all the school examinations, but the value of these results will of course depend on the kind of selection made.

As regards accommodation for students, the Home has been full during the year, and a new boarding house for sixty Brahmans is being built.

Turning to the occupations of students out of teaching hours, we find that the Teachers' Association continues to discuss a large number of important if ambitious subjects, while the Recreation Club, with its Literary and Athletic branches and its comfortable credit balance, seems a flourishing institution.

We now come to Drill, which appears to be a compulsory subject even for graduates who are being trained as teachers. This strikes

us as an odd arrangement, and we are not surprised to learn that compulsory drill is unpopular: it is the greater pity that its unpopularity should have resulted in the dismissal of a graduate student for stirring up a rebellion in the drill class. We have little sympathy with an insubordinate student, for we believe that whether old or young he ought to find out the arrangements of a college before he joins it, and having once joined should loyally conform to them, be they pleasant or unpleasant. If he cannot or will not do so, and other methods of bringing him to reason fail, it is best for all parties that he should leave as speedily as possible. On the other hand, it may be well questioned whether the dismal game of drilling South Indian students against their will is worth the candle. Drill is not and never can be a panacea for the ills of a feeble frame. The important thing is simply that students should improve their physique. They can do this best by taking up sports that they enjoy, which will both strengthen their muscles and brighten their lives. In nine cases out of ten, drill will do neither. Far better would it be to substitute for it voluntary gymnastics, athletics and out-door games, better in every way for students at the end of a hard day's work. As for the compulsory drilling of graduates who are about to become teachers themselves, the thing appears almost too ridiculous for belief, even in the Madras Presidency where colleges insist on treating grown men as little boys. The sooner the absurdity disappears, the better. Even were it possible to effect any good result by compulsory drill, the thing itself is bad. But in most cases one might as well try to drill a jelly-fish as the average Madras student. He hates it, and his whole being, from the cap or turban on his head to the hem of his dhoties at his ankles, revolts against it and effectually makes it useless. He may be right, he may be wrong, but he will not, and in most cases cannot be really drilled, and drill under such circumstances is but waste of time, waste of energy and waste of temper.

Coming to the Teachers' College Gymnasium, it is pleasant to notice that this institution has had a very considerable increase of students, and that their attendance and conduct have been exemplary. All those who were examined in gymnastics passed.

The four branch training schools also seem to have done good work, although the number of students in their training departments is practically stationary. The accommodation afforded at present is in some cases scarcely adequate, but steps are being taken to remedy this shortcoming.

Before closing this review of the report of the Teachers' College, it may be as well to draw attention to two defects in the report itself,

which seem sufficiently important, as they concern the conduct of some members of the staffs of the various institutions. In one case, where exceptionally bad examination results were obtained in a certain subject, we are told that the master who taught the subject "*is responsible for this result*", and further that "*his students have always done fairly well in previous years*" that "*he expected a similar result with the students that have just passed out of the college*", and lastly that "*he cannot satisfactorily account for the failure of such a large number of students*". Now, to say the least, this hardly seems a happy way of accounting for a "slaughter" in one subject, and inasmuch as the pupils of this master appear to have done very well in other examinations, we would suggest that it is just as likely that the *students* and the *examiners* and not the master in question are "responsible for this result", if the responsibility carries with it any blame.

Later on we read: "*In conclusion I have to remark that for want of tact on the part of the headmaster*" (here follows his name) "*in dealing with his assistants and students, the school did not do so well as the other branches. The assistants have done their work satisfactorily*". This certainly sounds odd in a Teachers' College report; odd in its English, and odder still in its purport. Let us take the curious crawling sentence up, and look at it closer. Getting at the inside of the insect, at the meaning of the sentence, we find that a certain school has apparently not done as well as it might have, and that the deficiency is attributed, not to changes on the staff of which there were several, not to slackness in the teachers, nor to the idleness in students, but to the *absence of tact* on the part of one of the three acting headmasters who presided over its destinies during parts of the same academical year. Now, although tactlessness is a serious fault in a headmaster, it is hard to see how this failing in one member of the staff could spoil the work of the school generally if the other members were faultless. Again, tact is a quality of such a delicate nature that it is, perhaps, almost as difficult to estimate as to acquire. Thirdly, it is surely a maxim of management that, however deficient a headmaster may be, his faults should be pointed out to him not publicly but privately. It is scarcely likely that a dogmatic assertion of a headmaster's tactlessness, made in a public document which is sent to twelve distinct classes of people, will have a beneficial effect either on the man himself or on the discipline of those under his care. Far better would it have been to have settled the matter at once by private interview or letter, or, if necessary, to have reported it officially or demi-officially to the educational authorities in the usual way, than to

have embalmed such a serious reflection in the permanent paragraphs of an annual report.

The few objectionable features we have commented on we believe to be the only serious defects in a highly creditable report, of which any college might be proud, and we have drawn attention to them, not in a spirit of captiousness, but in the hope that once pointed out they will cease to exist in the future. The Teachers' College is doing excellent work, and can well afford to have its faults as well as its excellences mentioned, especially when these faults lie on the surface and can easily be remedied.

ON THE PROPOSED ORIENTAL SIDE TO THE MADRAS UNIVERSITY.

It is a matter for congratulation that at last our educational authorities have come to recognize the claims of the Oriental Languages in the liberal education awarded to Hindu youths. Only they must not allow themselves to be drawn by this new-born enthusiasm to neglect or depreciate the benefits that have come to us by the European culture which we have been receiving for these five decades and more. It is needless to say that modern civilization is European, and if India is to raise herself up once more at all, it should be as a civilized worker in the wake of that modern civilization. Any attempts, therefore, to lower the standard of studies, or diminish the importance of the English education which is now so very popular, would be quite reprehensible. Such a step if taken, whatever be the motive, would only be a retrograde one, and put a stop to our advancement for a long time.

Nevertheless, an attempt should be made to make our vernacular and oriental scholarship more useful by making it really something. Now the Bachelor's degree of our University does not guarantee more than a "little vernacular and less or no Sanskrit" to our youths. In the interest of liberal education and of general advancement, which can be had only when knowledge is sown

broadcast among the masses, a knowledge, considerably superior to what now is to be had, of both the oriental classics (especially the Indian classic, Sanskrit) and the several vernacular languages, is indispensable. It is therefore a matter for congratulation that our University has at last thought it best to consider this subject.

I do not wish to pass in review and criticise the several schemes that have been proposed up till now. I hold that a bit of constructive work is more useful than any criticism on other men's measures. I am sure there are always some *valuable* points in the *positive* portion of a man's argument and few or none in the *negative* portion. I therefore only wish to draw up *my* scheme in a few words, recommending each item then and there.

My axiom is that any oriental study divorced from adequate English scholarship is of no practical use. Many excellent oriental scholars,—I mean many of those here who have mastered only some branch of learning as classified and taught by the Sanskrit and Vernacular Schools,—are unfortunately devoid of culture, and despite their acuteness of intellect and often times marvellous powers, their scholarship bears no fruit. All this arises from the absence of the historical sense, which mere vernacular scholarship cannot develope, and the absence of the scientific spirit, for which there is no provision at all in the Eastern Languages. Their natural philosophy is barren, and their moral philosophy is only *envious*, and breeds theoretic discussions but does not direct men to action. But yet their scholarship has its own good points. It is exact and vigorous, and so forms a good antidote to the modern skipping tendency. Much of useful matter also dwells in the traditionary explanations and glosses of their great classics; and this has not yet found its way into any printed book. If we neglect the old scholarship, all this will be irretrievably lost. Even now much of it has evaporated, and it is very desirable that some attempt should be made to stop the total disappearance of what little still remains. At the same time English must not be brought down from its pedestal. It must continue the one language of culture and the one cementing influence to bind up peoples and make a United India. Keeping these considerations in my mind, I wish to have something of the following sort of reform in our existing method of education.

First, to conserve the old scholarship, there must be degrees open to such of the oriental scholars as know no English at all: two degrees, the Bachelor's and the Master's, if there be no inherent objection. The degrees must ensure *accurate* and *reliable* scholarship in the eastern fashion. The questions for the necessary examinations may be prepared by English-knowing scholars and after English models. Some vernacular history, geography and elementary science must be superadded to a real and estimable knowledge of the literature and language selected.

Naturally these degrees will be taken by the many and various Pandits in the several colleges and schools in our Presidency, and others also who have other means of studying the oriental languages may compete for them. This arrangement will *set* a reliable standard for measuring oriental scholarship. Such scholars will continue to bring the traditionary mode of study into our colleges and schools, and the general tone of vernacular education will improve. At present, any ordinary middle head who has read a *champu* and a *natuka* in Sanskrit, for instance, and a few *adhyayas* in Panini finds himself competent to become a Sanskrit Munshi, and teach, or rather struggle on into the B.A. classes. This sort of thing ought to cease, and it is this, more than anything else, that has brought a discredit on the *Munshi System*. Better men could have been had if only their market value had been a little higher. It is quite unjust to expect a real *scholar* to teach the B.A. classes for Rs. 20 or 30 Munshis must have at least Rs. 50 with a fair prospect of some promotion for hard and useful work. In the Government Colleges this principle is recognised. But in the various other colleges, public and private, the Munshis are a source of trouble on account of the neglect of this simple principle. Real scholarship evokes reverence, and education, with reverence on the part of the students, is always easy. But the majority of the Munshis do not know what they teach, and their vanity gives them not the candour to say so and the spirit to try to learn it up. The institution of these degrees will give us men of some standard of scholarship and will be a great gain. Of course, the University must see that their market value is enhanced to a just proportion. If an F.A. can hope to get nearly a hundred rupees after years of meritorious service, a Sanskrit or Tamil scholar who has devoted

his life to his scholarship must have similar advantages. He may begin with say Rs. 40 and must have the prospect at least of rising up to a Rs. 100. If the University make it a condition of affiliation that vernacular masters and oriental studies should be adequately cared for, this end may be easily attained.

But it is not by educating a few Munshis in the old ways that the vernacular will develop among us. The whole vernacular curriculum ought to be revised, and more attention should be paid to *real* scholarship. It is not possible merely to make some reform at the top as regards University studies alone. It is with pleasure I note the departure that has been made in the prescription of text-books in Sanskrit for the F.A. and B.A. examinations of 1899. I indeed welcome the raising of the standards by the introduction of *Chandra Loka* among the F.A. texts, and *Manusmriti* and the *Sutras* for the B.A. But this mere touching up of the business at the top is of very little use. The students that come up must be prepared for the new studies by an adequate strengthening in the lower regions. The whole vernacular and oriental classic scheme of studies must be recast, and graduated courses must be fixed.

Here are some observations I wish to make concerning this point.

First of all, I desire much that Sanskrit be made compulsory as a classical language for all University examinations up to B.A. I know indeed the current of European thought concerning the place of linguistic scholarship in the liberal education of a people. Spencer and the scientists have justly considered that scientific knowledge alone is of much worth. But I believe there has now sprung up a partial reaction, even in Europe, in favour of the classical languages. Here I do not wish to advocate the intrinsic value of linguistic scholarship as set against science. All I wish to say is that, under the present circumstances, here in the country where the vernacular languages are not yet fully formed to admit and profit by modern culture, a knowledge of Sanskrit is quite necessary to strengthen their tone, to increase their vocabulary, and to give them a dignity and shape that they have not at present got. Such a course is possible and can be easily worked out if *some* knowledge of Sanskrit be disseminated among our educated men.

Sanskrit study may begin in the Upper Secondary Department. I am dead against crowding the lower classes with much work. In the primary classes, the medium of instruction must be the vernaculars alone. In the Lower Secondary Department, English must be introduced, if not already introduced in the two highest classes of the Primary courses. Three years of study of English and the vernacular here, will bring the student up to the Upper Secondary course. As the student will have had, by this time, sufficient training in the vernacular, it may be put a little behind, and Sanskrit or some oriental classic may be introduced, say in the IV. Form as it is. Though Sanskrit (whenever I speak of Sanskrit, I mean other oriental classics as well) is supposed to be studied from the II. Form or even earlier, the IV. Form boy knows *almost nothing* of it. This precious little may be spared, and the study itself may be profitably begun in this class. The student will at least have gained some more knowledge of the vernacular during the time.

After commencing the study in the IV. Form, a mixed method of teaching ought to be followed. The old method by which native scholars have been teaching from time immemorial is admirable in its way. Only practical grammar is taught, and from the beginning an attempt is made to study the language and not the philology. In English schools there is a tendency to substitute the philological method for the traditionary one, but this ought to be withstood.

A series of text-books in prose and verse may also be prepared to suit the several classes. The text-books themselves must include selections from all periods of Sanskrit beginning from the Vedic Literature. There are splendid apologues and instructive stories and parables in the Brahmanas and the Upanishads, and their language is not always archaic. The several Puranas may be made to contribute in the preparation of these texts. In short, they must be as representative as possible, to give the students an idea of the scope of Sanskrit learning. This will certainly require a pretty strong staff for Sanskrit alone; such as in fact we have in Bombay and Calcutta. We have only to raise it a little more and Sanskrit will be firmly established as a permanent classical language course in a few years.

As for the various vernaculars, it is not possible and not even desirable that all of them should be encouraged. The important

ones of course have settled themselves fairly well within definite geographical limits. Within each locality, the language of the locality must be made a compulsory subject of study for all examinations, at least up to the F. A. The standard in these languages must be raised throughout, and the English mode of questioning ought to be introduced in the public examinations. The standard may be raised by increasing the number of text-books to be studied and by requiring a critical study of the idioms of the language. A separate question paper on the vernacular language alone may be given, as a similar one is given for English. Candidates must also be expected to write essays from at least the IV. Form upward, and to ensure special attention to it, the 'essay' must be separated from the paper on grammar and idiom. Of course translation will continue to be an important subject.

In the Lower Secondary grade, the medium of learning should continue to be the vernacular tongue. In the Upper Secondary grade, the more usual course should be by the medium of English. If, however, students choose to take up the vernacular as their language of expression and answer their papers in that language they should be allowed the option. For example, the Matriculation paper on History or Physics may be answered either in English or in the vernacular, at the candidates' option. Of course the same questions must be answered by all the candidates, and if a candidate thinks it easier or more convenient for him to answer them in his own vernacular he should be allowed to do so. The University examinations, as they are now conducted, can easily admit of the reforms I suggest. The papers themselves may be in English: they need not be translated. No separate classes need be held and no separate text-books need be studied. The students of the self-same class may choose either the English Side or the Vernacular Side.

Of course the Vernacular Side men are presumably inferior to those on the English Side. But they are infinitely better than the failed men. If they do not aspire for a University course, their knowledge of English will be enough for all ordinary purposes for which matriculates are now fit. Their real *grasp* of general knowledge, due to their study of it by means of the vernacular, will better fit them for this work.

Of course those that go into the University must be men from the English Side. In the University, at all events, the medium of expression should be English and English only. The first Examination in Arts may be simply any examination in languages. One classical language *i.e.*, Sanskrit, Arabic, Greek, Latin, etc., the English language (a good standard) and a vernacular language. This examination may come two years after Matriculation. Otherwise the English language may be made optional for the Vernaculars, and the Examination for Munshis may be incorporated with this. They may be required to pass the Matriculation general knowledge portion on the Vernacular Side and study for the First-in-Arts in Sanskrit or a classical language and a vernacular.

After this first course in arts, the second course must be purely scientific and be really up-to-date. This may extend over a period of three years after the First in Arts, instead of two as at present. By removing all the shackles from the F.A., and merely making it an examination in languages, we may so arrange it as to have the ultimatum for English and other languages here. Then a purely scientific course for three years will make the University Bachelor's degree really valuable.

For the Master's degree any subject may be brought up :— any vernacular language, any classical language, any modern language of Europe, any branch of science.

This is the Oriental Side I wish to propose. To sum up : the old scholarship is precious in its own way, and unless special attempts be made, the *flavour* of it will soon be lost and much will be lost along with it. To prevent that let us have degrees for such of the oriental scholars as know no English. For the rest, Sanskrit or any other classical language must be made a compulsory subject of study in the Upper Secondary and College courses, and attempts must be made to make this classical scholarship real and valuable in its extent and scope. The standard of the vernaculars for all classes must be raised uniformly from the beginning, and attempts must be made by modifying the public examinations to ensure better attention being paid to them. Candidates for the matriculation may be allowed the option of answering in the vernacular tongues such of the general knowledge subjects as they please. The University course itself may be bifurcated into the linguistic course,

(to correspond to the present F. A. but much higher in standard of scholarship, and concerned only with languages,) and after this, the second course, which would be purely scientific and extend over three years.

Here the oriental languages may not find much footing. But in philosophy, in law, medicine and in historical institutions, Sanskrit courses may be prescribed, in addition to English courses according to western methods, to make the knowledge comparative and so really useful. If Sanskrit is compulsory for the lower examinations, Sanskrit texts on these points may themselves be studied for the degree examinations. At the apex of all will stand the M.A., degree, the highest in the gift of the University. Any and every subject may be taken up, any language, any art or science; and if the candidates give full satisfaction in the subjects brought up, they must be eligible for the degree. It need not be dependent on any previous examination, so as to exclude the possibility of a purely vernacular or oriental degree. Thus my idea is not to have merely an *Oriental Side* for the University. The term implies a temporary and separable relationship. I wish to engraft the oriental course on the very system of our present-day education. Here and there, as in the case of the examinations for Munshis, I have indeed proposed to add a *Side* to the University. But the general spirit of my suggestion is that the vernaculars must play a more important part in the giving of education. I have indeed spoken of examinations alone, for when examinations are instituted, I am sure that within half a decade, text books, schools and colleges will all adapt themselves to the altered circumstances.

One immediate result of such changes would be that education would become more real, and that students would, by means of their vernaculars, carry their learning from their schools into their homes. In course of time, the present stigma attaching to us that nearly half a century of education has not borne any fruit in the shape of original work, may easily be removed. Even now some signs are seen of the change of spirit; the institution of the sort of Oriental Side to the University herein proposed would hasten that time when 'wisdom would be justified of her offspring.'

G. KASTURI AIYENGAR.

ELEMENTARY EDUCATION DURING THE REIGN.*

Ladies and gentlemen, the year which is now drawing towards its close has been one of national retrospect and of national self-congratulation. The memorable event which we have been privileged to celebrate has caused us to look backward upon the story of the last sixty years, and to take stock of the progress that we have made. And, so looking backward, we have found, in most departments of national activity, great cause for rejoicing. We have called to mind the immense expansion of our Colonial Empire; we have been dazzled by the display of the magnificent fleet which has supplanted the "wooden walls" of the earlier period; we have surveyed with satisfaction our progress in commerce, science and art; in local self-government, sanitation and hygiene. On every side we have noted with thankfulness the great advances which have been made in national well-being during the long and glorious reign of our beloved Queen.

A Retrospect of Education.

I think, therefore, that it may not be unfitting upon this occasion to add one more retrospect to the many which we have already taken, and to endeavour, so far as may be possible, within the time which the courtesy of the Board allots to their chairman at the commencement of the Autumn Session, to review the condition of National Elementary Education during the past sixty years, with especial regard to the needs of this great metropolis, and to the steps which have been taken to meet them.

Our Education System the Creation of the Queen's Reign.

This subject is the more appropriate for consideration at the present time, because it may, I think, be truly said that our present educational system is a creation of the Victorian era. In saying this I must guard myself against the suspicion that I hold in light esteem the labours of those earnest and noble men, the pioneers of our educational enterprise, who, by inconceivable sacrifices, struggling against public apathy, neglect, and even at times derision, laid the foundations upon which the present fabric has been reared. The small sum which Parliament, before the Queen's accession, annually set apart to assist elementary education in Great Britian, would now hardly serve to erect one school in London. The birth of our present system dates from the creation of the Education Department in 1839. The establishment of that Depart-

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* Being the Annual Statement of the Chairman of the London School Board (the Marquess of Londonderry).

ment not only marked the commencement of direct Government control, but it also gave the impetus of investigation and publicity, which resulted in the stirring up of a more general interest in education and in ever increasing State-aid for its improvement.

The Diagram showing School Accommodation etc., for period.

In order to obtain a graphic view of the educational needs of London during the past sixty years, and of the results of the efforts made to supply those needs, I have caused a diagram to be prepared which is appended to this statement. It shows for every year between 1838 and 1897 the amount of the child population needing school accommodation, and so far as can be ascertained, the amount of the accommodation actually existing. The accommodation provided in Voluntary Schools is represented by the portions of the columns which are coloured green, and that provided in Board Schools by the portions which are coloured red. The deficiency (if any) of school accommodation as compared with the number of children requiring elementary education is represented by the portions of the columns which are slate-coloured. When, as in 1893, the accommodation overtops the number of children of school age, the latter is represented by a dotted line.

Figures upon which the Diagram is Based.

The total number of children requiring school accommodation in any year has been ascertained by averaging the census figures for each decade and then making the necessary deductions.* In order to secure uniformity, this method has been adopted throughout the diagram. In the later years the figures do not correspond exactly with the results of the Board's schedulings, but I am convinced that they represent the facts with sufficient accuracy. It will be seen that the diagram is divided by thick lines into three unequal sections. The first section represents the "ancient history" of educational work, for which no figures of school accommodation are by any process obtainable, and in regard to which the only assertion which can be made with safety is that the amount of such accommodation was not greater than in the succeeding period. The second section represents the "middle ages," for which no definite statistics of school accommodation can be furnished either by the Education Department or by the great voluntary societies.

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* The gross child population between three and thirteen years of age is calculated at 21·78 of the total population. The number of children requiring accommodation in public elementary schools is arrived at by deducting 1·7th from the gross child population for children not attending such schools, and 1·8th from the residue for all causes of absence.

The results at which I have arrived are estimates only, based upon the number of schools inspected in each year multiplied by 370, which appears to have been the average accommodation of Voluntary Schools in 1871. The third section represents the modern period, for which our statistics are accurate and reliable.

Diagram illustrates three facts: I. Gloomy outlook in 1838.

The diagram brings out clearly three facts that are not unworthy of note. The first is that, bearing in mind that the accommodation in efficient schools in 1838 could not have been more, and was probably less than the ammount represented in the diagram, the educational outlook at the commencement of the Queen's reign was gloomy in the extreme. The greater part of the children of London were growing up in ignorance, because the means for their education did not exist. State assistance was given sparingly, with a niggard hand, and the opposition which was offered to the small doles which Government saw fit to recommend did not augur hopefully for any such increase as would enable those who were interested in the spread of education to combat the evil successfully. If any man had ventured to prophesy that within 60 years' time London would possess the number of school places which we now find in existence, he would have been set down as a seer of visions and a dreamer of dreams.

2. *Splendid Voluntary Efforts to meet Needs.*

The second fact is the splendid effort that was made during the second period depicted in the diagram, by the aid of gradually increasing but, nevertheless, insufficient grants of public money, and still more by virtue of the enthusiasm and self-sacrifice of those who were determined, at all costs, to grapple with the growing evil, to multiply the number of efficient public Elementary Schools. Lord Brougham, at an earlier date, in one of his many speeches upon the Education question, declared that the Voluntary System was able to supply the needs of the annual increase of child population, but that it was not capable of overtaking the accumulated deficiency of school accomodation. In this respect Lord Brougham proved a true prophet. It is, indeed, a fact that the gallant struggle of the educationists did result in somewhat more than a provision of new school places equal to the annual increase of child population but the rate at which the deficiency was being reduced was so slow that it may be said that there was practically no hope of overtaking it in the absence of more direct State assistance.

3. *Persistent Vitality of Voluntary Schools.*

The third fact which is brought out by the diagram is the persistent vitality of the elder system after the State had taken the question in

hand and had provided the machinery by which the educational deficiency might be met. The accommodation of this class of schools is now only very slightly smaller than it was in 1871, and this is the more remarkable, because not only have many of the financially weak schools been absorbed by the School Board, but a not inconsiderable section of Voluntary Schools, whose promoters found in the School Board system all the advantages which they had aimed at securing, has practically disappeared. The present schools which are unconnected with the School Board system represent the survival of the fittest, after a severe and prolonged struggle for existence. Their vitality indicates that they supply a proved need, and they deserve continued and ungrudging assistance, not only on the ground of their claim to consideration for past services, but on that of their present usefulness.

The Quality of the Education at Commencement of the Queen's Reign.

I have endeavoured, so far as somewhat insufficient data permit, to compare the condition of London at the commencement of the Queen's reign, in respect to the provision of school accommodation which was deemed efficient according to the ideas of efficiency which prevailed at that time, with its condition at the present day. But it must not be supposed, on the one hand, that the whole number of the children who are represented as having no school places provided for them were not receiving some form of training which passed under the name of education, or on the other hand that the children for whom efficient education was provided obtained advantages in any respect comparable to those which are the heritage of every child at the present day. These questions involve considerations which cannot be represented in statistical tables, and the true condition of education during the earlier, Victorian period can only be gleaned from the accounts which have come down to us from contemporary observers.

Inefficient Schools Classified.

The number of schools which were deemed inefficient according to the standard of efficiency which then prevailed cannot by any means be estimated. They consisted of two large classes: first, the private adventure schools, which were conducted for profit; and, secondly, a large number of those public elementary schools which, when Government inspection was established, declined to submit to the ordeal. Some of these public non-inspected schools, whose managers resisted Government interference upon grounds of principle, were no doubt efficient, but it is clear that as a rule inspection may be taken as the test of efficiency. Both of the Assistant Commissioners who reported in 1859 to the Newcastle Commission upon the educational condition of certain districts of

London, declared this to be the fact. "I have found," said one of them, "that the line between efficiency and inefficiency coincides with that between inspected and uninspected schools much more uniformly than that between public and private schools."

The Opinions of Lord Brougham and Earl Russell.

It is of the former group of schools that Lord Brougham spoke when, describing the existing accommodation in 1837, he told the House of Lords that the majority of schools were institutions "which by courtesy and courtesy only had the name of school applied to them, and to the operations pursued in which the application of the term 'teaching' was also by courtesy applied." Lord John Russell confirmed this testimony two years later. He said, in the House of Commons, "from all information received it appeared that the education at present given was of a very defective nature, and though bad in quantity was still more defective in quality."

The Dames' Schools: their Estimated Number.

A large number of these private adventure schools were dames' schools. It is not easy to ascertain the exact proportion, but the Assistant Commisioners of 1859 declared that two-thirds of the schools in London were private adventure schools, and that 25 per cent. of these were dames' schools. As these Commissioners treated all schools with fees of a guinea a term and under as elementary schools, it is evident that the proportion of dames' schools to those which would now be so classed was much larger.

Description of the Dames' Schools.

The following graphic account of these Dames' Schools was given by the Assistant Commissioner for South London. "No capital is required," he wrote, "no outlay beyond the cost of a ticket to hang in the window. The smallest room that suffices for the combined parlour, kitchen and bedroom of a single person suffices for the largest number of children likely to be drawn together. The floor serves instead of benches; desks are not needed, even if there were space for them. The children bring what books they please, and the establishment is complete, unless, indeed, a cane be added, as a not always idle emblem of authority. The closeness of the room makes animal heat save artificial fuel, and though foul air may for a time make the children restless, it soon acts as a narcotic, and in keeping them quiet is as effective as Daffy's Elixir, and much cheaper." Evidently the term "teaching" could only be applied by courtesy to the "operations pursued" in such establishments. The following is a note made on the spot by one of the Assistant Commis-

sioners concerning the state in which he found one of these schools. "A perfect kennel. Thirty little children—the eldest nine. Boys reading 'Gulliver's Travels,' and firmly believe them true—the mistress not very certain upon the matter."

And of their Teachers.

This must have been on the whole a somewhat favourable type of a Dame's School. In the census of 1851, more than 700 heads of such establishments authenticated their returns with their mark in place of a signature. Many were unable to write an intelligent answer to a simple question. One, on being asked as to the terms on which she gave instruction, replied, "Not understanding the question, I answer thus: with a view of reading the Bible." We have the authority of the late Lord Shaftesbury for the statement that one of these poor creatures, being asked if she gave moral instruction to her scholars, replied "No, I can't afford it at 3d. a week." The whole case was summed up by another who, answering a question as to the amount of remuneration she received and the amount of knowledge she imparted, said, "It's little they pays us, and it's little we teaches them."

Other Private Adventure Schools described.

It can hardly be said that the private adventure schools of a somewhat higher grade were much more efficient. Of them Lord Brougham said: "A great many of these day schools were conducted without any attempt at order or system, and nine-tenths of the children received no instruction whatever that was worthy of the name. A great number of the instructors were persons utterly unfit for the performance of the duty, and many of them had merely adopted the profession in despair of obtaining any other mode of livelihood." He went on to give specimens of the answers of some of these teachers to questions as to their acquirements. The replies showed that the masters rose but little above the dames in knowledge, and ranked far below them in honesty. One was asked whether he knew geography and the globes. His answer was that he knew geography and both the globes; and when asked for an explanation he answered that he knew that one of the globes meant one part of the world, and the other, the other. One was asked whether he understood Greek? Yes; Geography? Yes; Latin?—Yes. Then one of the examiners observed: 'Aye, we have *multum in parvo* here!' Upon which the teacher, seeing that notes of his answers were being taken, added, 'Yes, and you may put down *multum in parvo* too!' In another place a teacher was asked whether proper attention was paid to the morals of the boys under his care. His answer was that they did not teach morals there, as they belonged to the girl's department." It

was the opinion of the Newcastle Commission that not five per cent. of this class of teachers had received any regular training for the profession. In face of such evidence as this I think that I was justified in omitting any estimate of the accommodation of private adventure schools from the diagram which I have laid before the Board.

The condition of Public Elementary Schools.

From this aspect of the question I must now pass to consider the condition of the public elementary schools which were not conducted for profit, but which were the creation of the enthusiasts for education who were resolved at all costs to make good, as far as they were able, the deficiency that was the outcome of public apathy and neglect. If the picture is a dark one, it must always be remembered that these schools were the seed-beds of the more plenteous harvest that we now reap.

The School Buildings.

Few of the buildings in which these schools were conducted were originally designed for school houses. "It was painful," said one of the Assistant Commissioners in 1859, "to see the shifts to which earnest and active ministers were reduced to accommodate applicants for education. Railway arches, and all manner of odd and unsuitable buildings were pressed into the service at a terrible sacrifice of ventilation and cleanliness." Many were conducted in dwelling houses, some in disused factories, and not a few in the basements of chapels where the children could hardly see even in the day time. The buildings which were erected for educational purposes were not many degrees better than these make-shift schools. The same investigator told the Newcastle Commission that "many instances came under my notice where buildings recently and expressly erected were ill-adapted to the purpose. The prevailing defect throughout my district is want of ventilation. I have found this to exist to such a degree as to be prejudicial to the health of teachers and children." The methods of staffing which were then prevalent (to which I shall allude immediately) made it necessary that the school-house should consist of nothing but a large hall. This was sometimes, but by no means frequently, sub-divided by curtains or by thin partitions, but never so effectually as to prevent the din and clamour of the children from resounding through the whole school. But a change in this respect was gradually coming about. One of the London Inspectors reported to the Education Department so early as 1844 as follows:—"It is not customary at present to build such enormous school-rooms as those which were erected at the time when it was believed that one well trained and able master could conduct the

instruction of 1,000 children not less efficiently than that of 100. And I believe that there is a general and increasing opinion that no school ought to contain more than 200 children. Indeed, unless the room be capable of division into departments, I have no doubt that this is far too large for one master." The acoustical properties of these halls were generally bad; so bad, indeed, that we are told that "in some the master is compelled to stop the school at frequent intervals, and is under a strong and perpetually recurring temptation to sacrifice instruction for the sake of partial quiet." Scarcely any London school even so late as 1860 possessed a playground.

The School Staff.

The type of building which I have described was necessitated by the method of staffing which had to be adopted. This was the monitorial system introduced by Bell and Lancaster. The only efficient instructor in the school was the head teacher, who was rarely the "well trained and able" person alluded to by the Inspector in 1844, for training colleges did not exist in his youth, and he was compelled to pick up his knowledge and his aptitude for teaching as best he might. Under him were the monitors, children who did not average more than ten years of age. They imparted to the classes such scraps of knowledge as they possessed. As it was a rare occurrence for these monitors to retain their posts for more than a year, the result of their teaching was inevitably deplorable. The following is the outspoken report of one of the London Inspectors upon the system: "I have frequently remarked the inattention of the young monitors—their apparent dislike to their work, their negligence in passing over omissions and errors, their gross mistakes in putting questions and correcting the answers, their irreverent, familiar or passionate remarks upon the religous lessons . . . and I do but state what is now almost universally admitted, that their influence in many, if not the generality of cases, is positively detrimental to the moral character, while it is assuredly of no great benefit to the intellectual improvement of the schools." Such were the methods of staffing which prevailed until 1846, when the Government established the pupil teacher system, which offered inducements to the monitors to take up teaching as a profession. They were paid a small stipend; the head teachers' salaries were augmented on condition that they gave their pupil teachers a certain amount of instruction daily, and financial encouragement was offered to the pupil teachers to pass into training colleges at the expiration of their apprenticeship. The new scheme was the foundation of our present system for training teachers. It was the augury of a happier state of things, but many years elapsed

before it operated to raise the standard of education to any appreciable extent.

The Scholars.

Under such condition the task of the schoolmaster was sufficiently onerous and discouraging; but it was rendered still more difficult by the slightness of the hold that he was able to obtain upon his children Juvenile labour had risen in value, and it was rare to find a child of eleven years of age in any London school. In the schools examined in 1859 for the Newcastle Commission, only 10 per cent. of the children were between eight and nine years of age, and the percentage of children above nine was minute. There was a general agreement of opinion among Government Inspectors that, between 1840 and 1850, the average age of children attending school had decreased. The children in the classes were constantly changing. By far the greatest number of them remained in one school for less than a year. In 1859 it was found that in the inspected districts of North London only about 7 per cent. of the children had remained in their schools for more than two and less than three years, and the percentage of those who remained longer was very much smaller. The most highly trained and efficient staff of teachers would have found it hard to make headway against such obstacles as these. To the head teachers of those days, assisted, as a rule, only by monitors of pupil-teachers, they must have been well-nigh insuperable.

Educational Results.

These difficulties were reflected in the poverty of the educational results which were obtained. Thoroughness of teaching was, in such circumstances, almost impossible. One of the Assistant Commissioners in 1859, reporting upon the quality of the education given in the schools of South London, said: " The general impression left upon my mind by what I have witnessed is not very cheering, after every possible allowance for many excellent schools and for the progress which has been made and is still being made." " Reading," he went on, " is by no means taught, in general, as it ought to be." " Writing in most schools is much more practised than taught. The pupil copies, with or without care, what is placed before him, but he gets too little guidance from the master, and even his errors in spelling, etc., are not regularly corrected." Arithmetic is often well taught, and on the whole I should say that it was better taught than any other subject." Then passing to other branches, in which only about a third of the children received any instruction whatever, he said: " Geography and history are both taught with far too little discrimination of what is useful and what is

useless." "In grammar I have generally found great deficiency." The gloom of the picture that I have been compelled to draw may perhaps suggest that much of the educational effort of the earlier part of the Queen's reign was wasted. To counteract this opinion I may perhaps be permitted to introduce a gleam of sunshine. One of the Inspectors, in 1844, when the educational difficulty was far greater than it was in 1859, reported thus:—

"As an example of what may be effected in a short time by good management, I would instance the school in the Potteries at Kensington. This quarter, almost unknown to the neighbourhood, was but lately in a deplorable condition. The manners of the people were coarse and brutal, and the children grew up neglected and without the means of education." Then a school was established. "I visited it a month after it was built," the Inspector continues, "and a second time nine months later. The change which had taken place was most extraordinary . . . . The most pleasing and promising symptom was the improvement which had manifestly taken place in the habits and character of the children. Their countenances had undergone a change, the light of intelligence was kindled in their eyes, and discipline, which at first could hardly be maintained with severity and unrelaxing attention, was this time evidently preserved by the influence of the master and of those children who had been long enough in the school to feel both deference and affection for him."

Improved Outlook in 1851—1860.

The evidence of the reports of the Inspectors for the London district points clearly to the fact that the decade of 1851—1860 was a period of considerable advance. Not only were more schools provided but the older schools showed a great improvement in their accommodation, their staff, and their apparatus. The average age of the children at school was gradually rising and their attendances grew more regular. "No one," said Mr. Fussell in 1859, "who has traced the progress of our elementary schools since the establishment of the system administered by your Lordships can fail to have been struck with the great and decisive results to which it has so happily contributed. I do not hesitate to say that if it were possible to place side by side the schools of to-day and those of 1846, all doubt would instantly be set at rest."

The Effect of the "Revised Code."

Not long after these cheering words were written a change was made which, for a long time at any rate, checked the progress which was thus recorded. The Newcastle Commission reported in 1861, and of the many suggestions which they made only one was adopted by the Government of the day, and resulted in what is known as the Revised Code. The Commissioners had made out clearly that the subjects of reading, writing, and arithmetic, were not satisfactorily taught, and the Government

resolved upon a change in the administration of the grant which should, at any rate, encourage efficiency in these subjects. A fixed sum was to be paid on account of each child, subject to a deduction in case of failure to pass an examination in the three elementary subjects of instruction. The financial stability of the school, and the remuneration of the teachers was thus made dependent upon the success with which the children could be drilled into passing the ordeal. Instruction in all other subjects fell rapidly into decay. Education was deprived of the small amount of culture which had been gradually infused into it by improved teaching in other subjects, and in the opinion of the London Inspectors but little improvement had been made in mastering the grant-earning subjects. The value of the new system was negative merely. Concerning it Mr. Alderson after two years' experience of its working, said that it was "a very good test of a bad school and a very indifferent one of a good school. It runs like a sword through a mass of half acquired and ill-digested knowledge and lays bare the shortcomings of an incompetent teacher with striking effect; but it is too mechanical, too monotonous and inelastic to be an adequate test of the school work of a conscientious teacher." Mr. Mathew Arnold reported upon his schools thus: "I find in them in general, if I compare them with their former selves, a deadness, a slackness and discouragement which are not the signs and accompaniments of progress." It is to be feared, therefore, that, notwithstanding the increase in the number of schools and scholars that was made in the decade 1861-1870, and notwithstanding the attempt to introduce the teaching of a specific subject in 1867, elementary education in its higher aspect, suffered a serious check.

The Relation of the State to Education.

The third section of the diagram deals with school provision during the period of direct State intervention. It may be, at first sight, surprising that such intervention was so long postponed. Year by year evidence had been accumulated, by Commissions, by the reports presented to the Education Department, and by independent investigation, of the existence of a great and pressing need. Nor did the legislature ignore this evidence. Between 1837 and 1870 no less than seventeen Bills dealing with the subject were introduced into Parliament, and scarcely a year passed in which an important debate upon education did not take place. But all the seventeen Bills came to an untimely end. The country still required convincing of the need for State interference, and the process was a long one. It is one of the many debts of gratitude that we owe to those who supported our Voluntary Schools while the nation was hesitating, that they were bringing this conviction home

to the public mind. It was the result of their efforts and their self-sacrifice, quite as much as of reports and of Blue Books, that Govennment was at last enabled to deal with the question.

Lord Brougham's Bill (1837—1851).

Immediately upon the assembling of the Parliament which was elected after the accession of the Queen to the throne, Lord Brougham, who had already attempted legislation upon the subject in 1820 and 1835, brought forward an Education Bill in the House of Lords. In his speech introducing the Bill, he laid down two principles which he considered to be of universal aplication. The first was that compulsion was impossible. "It was," he said, "a violation of individual liberty—a system intolerable for the citizens of a free state—only fit for a country where, liberty being little known, slavery was the more bearable." The second principle was that Government interference with the course of education ought to be reduced to a minimum. "He would have no rules laid down by law or by Boards, or by the joint operation of law and Boards together." These quotations illustrate how far we have travelled since 1837. The "intolerable" system is the law of the land; and the nature of the instruction given in our elementary schools is the outcome of the "joint operation" of law and of the Education Department. But although Brougham's first principles are no longer looked upon as axiomatic, the system which he desired to found upon them did not differ very considerably from that under which we work at the present time. He proposed to create a Board of Education to distribute the Parlimentary grant, and to confer with local authorities as to the provision of schools. Those local authorities were to be the Municipal Councils in corporate boroughs, and in rural districts Education Committees elected by such parishes as desired to establish them. These local bodies were to draft schemes for the provisions of education in their districts, and to submit them to the Board of Education. If the schemes were approved by the Board, they were to be carried into effect by means of a rate levied by the local authority. Religious teaching was to be given in every school, subject to a conscience clause in favour of Jews and Catholics. The Bill never reached a second reading, and the same fate befell similar measures which were introduced by Lord Brougham in 1839 and 1841. In the meantime his conception of a central Board of Education had been realised by the creation of the Education Committee of the Privy Council.

Lord Ashley's Address to the Crown (1843).

In 1843 the prospects of legislation seemed brighter. The late Lord Shaftesbury, then Lord Ashley, moved an Address to the Crown,

praying that "the best means of diffusing the benefits and blessings of a moral and religious education among the working classes" might be taken into consideration. It is not necessary now to dwell upon the terrible picture that he drew of the depravity which then existed amongst children of school age in manufacturing districts. The House of Commons agreed to the Address without a division, and the reply of the Government was the Educational Clauses of the Factory Act which was introduced in the same year. But the House of Commons, which had been unanimous that something ought to be done, fell into hopeless conflict upon the methods of doing it. The Education Clauses had to be abandoned, and the debate upon a Bill brought in by Mr. Hume for dealing with the question somewhat upon the lines of Lord Brougham's proposals was counted out.

The Bills of Mr. Fox (1850) *and Lord J. Russell* (1853).

The failure of these efforts, upon which so many hopes had been formed, was followed by a period of inaction. In 1847 Lord Lansdowne, the President of the Council, regretfully said that the difficulties caused by the unformed state of public opinion upon the subject prevented the Government from bringing forward a general plan of education. In 1850 Mr. W. J. Fox brought in a measure in which he proposed that education should be compulsory and gratuitous. It was defeated by a majority of 229. It was not until 1853 that Government attempted to touch the subject. In that year Lord John Russell brought forward a very small measure which aimed at aiding existing schools by means of a local rate. But even this minute proposal had no force of public opinion behind it. The Bill was read a first time, and was then dropped. In the following year, speaking on the Education Estimates, Lord John Russell echoed the opinion which had been expressed in 1847 by Lord Lansdowne. "I must confess," he said, "that unless there is prospect of a greater concurrence of opinion upon the subject of education . . . . I think it will be useless attempting to bring forward in this House any general plan of national education."

Three Bills in One Session (1855).

The confusion into which the Legislature was cast by attempts to deal with the question by methods for which the public mind was not as yet prepared is illustrated by the Parliamentary proceedings of the years 1855-58. It is usual in this country to approach legislation upon any difficult subject by three stages. First a Royal Commission to investigate the question; second, resolutions to test the opinions of Parliament upon it; and lastly, a Bill. During the years in question this course of procedure was reversed. In 1855 there were no less than three Bills

dealing with education before the House of Commons. One was introduced by Lord John Russell, a second was brought in from the other side of the House by Sir John Packington; and a third, representing the views of an advanced party, was introduced by Mr. Milner Gibson. These signs of unanimity were as deceptive as they were, for the time, encouraging. It was hoped that when all parties were agreed upon the need for legislation it would not be difficult to effect a compromise on questions of detail. But the hope was soon dashed and after considerable discussion all the three Bills were withdrawn.

Lord J. Russell's Resolutions (1856).

In the following year Lord John Russell tried to induce the House of Commons to accept a series of resolutions which declared in favour of rate aid to meet school deficiency, of the election of local bodies to manage the schools, and of religious teaching subject to a conscience clause. The apathy of the public reflected itself in the apathy of the House, and the resolutions were shelved upon a side issue by a majority of 102. In consequence of this division a Bill which had been introduced by Lord Granville in the House of Lords was withdrawn.

The Newcastle Commission (1858).

These two forms of procedure—by Bill and by resolution—having thus conspicuously failed, resort was at last had to a Royal Commission. In 1858 Sir John Packington, who had reproduced and abandoned his Bill in the previous year, obtained the appointment of a Royal Commission "to inquire into the present state of popular education in England, and to consider and report what measures, if any, are required" for its improvement.

The Result.

Such was the origin of the "Newcastle Commission" which sat for nearly three years. After a most elaborate and exhaustive enquiry it issued a report in which it recommended that the Government Grant should be apportioned upon the result of the individual examination of children; and that county Boards should be formed with power to provide funds out of the County or Borough rate for the assistance of existing schools. The former recommendation was accepted by the Government and resulted in the Revised Code of 1861, to which I have already referred. The latter was rejected, being deemed insufficient, because it did not propose any machinery for the provision of new schools.

Mr. Adderley's Bill (1860).

Thus the Revised Code was the only practical outcome of the movement which, in 1857, appeared so full of promise. Well might the

friends of education despair of seeing any satisfactory result from their prolonged labours. That despair is reflected in a Bill which was introduced in 1860 by Mr. Adderley, now Lord Norton, who had been Vice-President of the Council in 1858. He proposed to enact that no child under twelve years of age should be employed in any continuous labour unless he produced the certificate of a competent master that he was able to read and write; or in the alternative, that an undertaking was given by the employer that the child should receive instruction for at least twenty hours in every month. The Bill had no chance of success. The objection that it was unjust to impose a general disability without providing the means of escaping it was deemed unanswerable by the Government, and the Bill was defeated on the second reading.

Mr. Bruce's Bill (1867).

The failure of the Newcastle Commission to produce an acceptable scheme was followed by a cessation of legislative effort for some years, during which the effect of the Revised Code was tested. It was not until 1867 that any further attempt was made to deal with the question. In that year the late Lord Aberdare, then Mr. Bruce, introduced an Education Bill in the House of Commons, and Earl Russell brought forward a series of resolutions in the House of Lords. Both Bill and resolutions were opposed by the Government and negatived without a division. But in the Queen's Speech in November of that year legislation upon the question was promised.

The Duke of Marlborough's Bill (1868).

The Government endeavoured to redeem that promise during the Session of 1868. The Duke of Marlborough, Lord President of the Council, introduced an Education Bill in the House of Lords. The aims of the Bill were to bring a greater number of schools under inspection by rendering more elastic the method of distributing the grant, and to encourage the buildings of new schools by increasing the building grant. These proposals were favourably received by both sides of the House. But soon after the Second Reading the Irish Church resolutions was carried in the House of Commons, preparations were made for winding up the Session with a view to an early dissolution, and the Bill was consequently abandoned.

The Education Act (1870).

In 1869 two Education Bills were introduced in the House of Lords, but they were withdrawn upon a promise being given by the Government to deal exhaustively with the subject in the following year, and the result was the Education Bill of 1870. The Bill, as it was first brought in by Mr. Forster, was by no means the measure which

ultimately passed into law. In several vital respects it was metamorphosed during its passage through the House of Commons. The measure proposed by the Government went further than the Duke of Marlborough's Bill, which merely aimed at increasing accommodation and efficiency by means of Imperial funds administered by existing agencies. But, although it authorised expenditure out of the rates for educational purposes, it did not go so far in the direction of placing education under popular control as the proposals of Lord Brougham, Earl Russell, and others to which I have already referred. School Boards, within the meaning of the Bill, were to be elected annually by the Town Councils of boroughs and by the Vestries of rural parishes. There was no provision for any central body to control the educational interests of the metropolis. In regard to London, Mr. Forster said that its peculiar position defied almost all attempts at legislation. "After the greatest possible inquiry we have come to the conclusion that the best districts we can take in the Metropolis are, where they exist, the school districts already formed for workhouse schools, and where they do not exist, the boundaries of the vestries."

The London School Board not part of the Original Plan.

The London School Board, therefore, had no place in the original scheme of the Government. Indeed, it may be said that the great body of which we are members was an afterthought which was the consequence of an accident. When the question of the formation of School Boards was under discussion in committee an amendment was moved in favour of election by the ratepayers. Mr. Forster was personally opposed to this alteration of his original plan, but the Government did not insist upon their proposal, and the amendment was carried by the small majority of five in a very thin House. The whole scheme of the Bill was thus revolutionised, the Government method of dealing with London became impracticable, and they were obliged to accept an amendment which placed education in the Metropolis under the control of a single Board.

Help to Voluntary Schools Abandoned.

The Government plan was also abandoned in another important respect. In the first draft of the Bill School Boards were empowered not only to build and maintain new schools but to grant pecuniary assistance to existing schools, provided that if such assistance were granted, it must be given on equal terms to all schools in their district. This provision, which aimed at giving much needed support to existing schools, disappeared from the Bill in committee, and the operations of

School Boards were confined to building and accepting transfers of schools, and the maintenance of such schools.

Subsequent Legislation.

Subsequent legislation has been merely an expansion and an improvement of the system established by the Act of 1870. The substitution of general for permissive compulsion in 1876, the creation in 1891 of a fee grant rendering possible the abolition of school fees, the statute of 1893 regulating the education of the blind, deaf and dumb by School Boards, are merely steps in the development of the scheme of the Act. And if recent legislation, by which additional financial help has been given to schools unconnected with School Boards, may seem to some out of harmony with that scheme, it must be remembered that this relief only carries out by other means the original plan for aiding existing schools which was put forward by the promoters of the Act of 1870.

The Changes which have been effected.

The accompanying diagram proves how fully and, considering the enormous deficiency which had to be overtaken, how speedily the aims of the Education Act in regard to school provision have been realised in London. The task which appeared impossible in 1838 is practically achieved in 1897. But this by no means represents the most striking of the educational changes which have been effected during that long period. The private adventure school had disappeared. The ill-devised and make-shift buildings with which the managers of public elementary schools were forced to content themselves no longer exist. Our school-houses are not only excellently adapted for the purposes for which they are designed, but are also an adornment to the districts in which they stand. Monitors are creatures of the past. Their lineal successors, the pupil-teachers, receive regular training for the profession which they intend to adopt at excellent pupil-teacher centres. The head teacher no longer endeavours in vain to control an unruly mob of children; an adequate staff of efficient assistants ensures the orderly working of the school with the smoothness and accuracy of a machine.

Improved Educational Results.

The effect of these improved conditions is apparent in vastly improved educational results. I do not believe that a Government Inspector could report to-day upon the teaching in any London school in such terms as those which I have quoted from the general report of one of the Assistant Commissioners in 1859. The teaching in the three elementary subjects is intelligent and precise, and in the higher standards is carried to a completeness which would astonish the educationists of the earlier part of the reign. In place of the one-third of the children

who in 1859 received any instruction beyond the elementary subjects, we now find that it is rarely the case that any department is presented for examination in less than two class subjects, and a large number of departments are presented in at least one specific subject. Concurrently with this improvement in the intellectual education provided, there have been developments which were never dreamed of in 1838, and some of which would perhaps have been looked upon as unattainable ideals even in 1870. Physical training is given to most of the children attending the public Elementary Schools of London. Girls are instructed in cookery and laundry-work. This latter class of teaching was attempted in a small and experimental manner so early as 1850, but it was not until much later that these useful subjects were taught generally and systematically. Boys receive instruction in wood and metal work, and the Board's annual exhibition of the results of the various branches of hand and eye training is a pleasing illustration of the amount of dexterity, and even of talent, which has been called into existence in this important section of the work. The whole range of education is conducted upon a higher plane than it occupied in 1838. Its scope is now no longer to endeavour to instil into a small proportion of the children a rudimentary knowledge of reading, writing, and arithmetic, but to afford to all an efficient teaching which will train the mind, expand the intelligence, and improve the rising generation.

Their Effect.

The question naturally arises—to what extent have these results been achieved? The enquiry which this question opens up is too large for exhaustive examination on the present occasion, and is perhaps too controversial for an address in which it has been my one aim and desire to avoid controversy. But I am convinced that there are indications not only of a general growth of intelligence and a softening of manners, but also of an increase in the law-abiding spirit in our people. The orderly conduct of the vast crowds which assembled to take part in the celebration of Jubilee Day has been the theme of general remark and congratulation. It has been claimed that this orderliness was to a great extent the result of the training and discipline of our public elementary schools; and no one who was present at Constitution Hill when ten thousand of our children assembled to greet the Queen, and who observed their alert and precise obedience and the ease with which they were assembled and dispersed, can doubt that this claim has been made with justice.

Conclusion.

In this imperfect attempt to appreciate the progress of education in

London during Her Majesty's happy reign, I have endeavoured as far as possible to treat our educational system as one system. The general remarks which I have made upon its present condition apply to non-Board Schools no less than to Board Schools. No one who has the welfare of elementary education sincerely at heart will desire to accentuate the differences which exist between the various bodies which control it. Although their methods are diverse, their aim is one. All are striving to endow our youth with that knowledge and with those qualities which conduce so materially to the strength and well-being of the nation. We shall best serve the cause which we all desire to promote if we bear continually in mind the gracious reply of the Queen to the Jubilee addresses presented to her last summer by the Board and other bodies, when she said : "I trust that the praiseworthy efforts of all educational authorities will be continued with ever-increased advantage to my people, so that those who are now children may grow up in a state blessed with even greater happiness and welfare than have already been vouchsafed to our generation." (Cheers.)

Farewell.

"And now there is one more word to be said. Although I hope to preside at several of your meetings before the election in November, I may not again have the opportunity of addressing you ; so that the word is 'farewell.' It is a word at all time associated with feelings of regret, and on this occasion to me especially so. When, nearly two years ago, you elected me your Chairman, I was virtually unknown to the great majority of the Board. If my memory serves me rightly, in the speech I delivered in taking the chair I told you that I recognised my inability adequately to fill the position, but I assured you that, so far as lay in my power, I would devote myself to serve your interests and would show to each and every member of the Board that absolute impartiality and courtesy which they have a right to expect at the hands of the Chairman. And in return I asked you to accord me your support in the discharge of the duties which I had undertaken and your kindly indulgence to what I knew would be my many shortcomings. Never was a request more generously, nay, nobly responded to. From that moment to the present, I have received from every member of the Board nothing but invariable kindness, and there has been but one desire to overlook the many failures of which I am conscious I have been guilty I know that occasionally I have felt myself bound to give rulings that may not have commended themselves to the members more particularly affected by them, but never once, by word or even by gesture, has any member made me aware of the fact. Let me say that although I never before

have mentioned this forbearance, I have always been deeply sensible of such kindly indulgence, which time will never erase from my memory. To each and every member of the Board I return my sincerest thanks. To my good friend the Vice-Chairman, I owe a debt of gratitude which I can never repay. He has ungrudgingly taken upon himself additional duties appertaining to the chair, which as you know, I could not perform on account of calls elsewhere. To Mr. Croad I feel especially grateful. He has invariably given me the benefit of his great experience, without which I could not have attempted the duties of a Chairman ; while with regard to Mr. Spalding I can say that no public man can boast a more devoted or capable private secretary. To all other officials of the Board I also return my heartiest thanks. Surely under these circumstances you can realise that the severance of our connection must be a sincere sorrow to myself when I remember the many proofs of kindness I have received from all connected with the Board ; and that sorrow would be much greater did I not cherish the hope that it is only as your Chairman, and not, as I trust you regard me, as your intimate friend, that on this occasion I bid you "farewell." (Applause.)—*The School Board Chronicle.*

EDUCATION IN SOUTH INDIA TWENTY-FIVE YEARS AGO.*

By the late Rai Bahadur S. Seshayya.

When I accepted the kind invitation of Rev. Mr. Kellett to take part in the proceedings of this evening, my wish was more to witness the work of the Guild at one of its meetings than entertain you with any remarks of my own. Though this is the first time I am present at a meeting of the Guild, I assure you that my sympathies have been with it ever since its formation and I read with considerable interest the proceedings of its first annual gathering. I conceive the work of the Guild to be three-fold ; (1) To persevere and hand down the best traditions of the teaching faculty in this Presidency ; (2) To create and maintain an *esprit de corps* among the members of the profession, an *esprit de corps* that will bind them by a bond of mutual sympathy, prevent their mental and moral stagnation, and keep before them as a living force a high ideal of duty ; and (3) to aid the Department of Education with its deliberations and opinions on the most important educational questions of the day

A retrospect of twenty-five years will take us to 1872, another fifteen years backwards will land us in the time of the great Indian Mutiny. I well

* A lecture delivered before the Madras Teachers' Guild.

remember the panic in which all India was thrown at the time. I could then read newspapers in English and was a good student of Indian History. Old men and women had not forgotten the dire recollections of the days of Hyder and Tippu and the Mahrattas. Horsemen—குதிரைக்காரர்—was the general appellation of all marauders and ruffians, and my native place, Cuddalore, had tasted enough of the savage brutality of the so-called horsemen. At the time of the Mutiny, the cry among the people everywhere was, what shall we do? Whither fly from the horsemen if they should come? Even the jungles which sheltered our ancestors in times of trouble were gone. But British arms soon triumphed and restored confidence to the people. Great indeed was the evil wrought by the Mutiny. A wise Providence evokes good out of evil. The Indian Mutiny of 1857 dissolved the East India Company. I do not go with those who have nothing but condemnation to heap upon the old Court of Directors. But the government of a vast country like India by a Company of traders was an anomaly, and was doomed as such. The assumption of the rule of India by Her Gracious Majesty the Queen marked an epoch in its annals. Among the great changes that came upon the land, the greatest was the spread of English education. It is a most significant fact that the Universities of Madras, Calcutta, and Bombay, were all constituted when the Mutiny was raging in the north. It is a fact which shews that the statesmen who then wielded the destinies of the Indian Empire entertained no doubt whatever regarding its stability, but were endeavouring to lay its foundations deeper and more lasting, by giving to its people the blessings of education in addition to the blessings of peace. In the fifteen years which succeeded the Mutiny, the progress of education in our Presidency was very considerable. In 1858 two young men graduated in arts, one of whom, Mr. Thamotharam Pillai, is still an active worker in the field of Tamil literature. In 1871 the number of candidates that went up for the Degree examination was 65. Again the numbers that went up in the latter year for the F. A. and Matriculation examinations were respectively 531 and 1,358. In the next quarter of a century, the progress in every branch of education has been remarkable, and such as to surpass the expectation of even the most sanguine well-wisher of India. Every large station in Southern India has a High School of its own, if not a second grade College, while the number of first grade Colleges in the Presidency is no less than sixteen. To give you a rough idea of the educational progress that has marked the past twenty-five years, I shall quote the figures embodied in the latest University report to hand. In 1895-96 there were registered 31 candidates for the M. A. degree examination; 971 for the English Branch, and 1,122 for the Science Branch of the B. A.; 1,921 for the F. A.; and 4,676 for the Matriculation.

Let us for awhile go back to 1872 for some pleasant recollections. It was, I assure you, a time of vigorous educational work, the late Mr. Thompson, than whom a finer scholar or a more devoted educationist this Presidency has not seen, was working here on the Beach; the late Mr. Porter whose

services the Madras Educational Department secured by a rare piece of good fortune was training up his famous Kumbakonians on the banks of the Kaveri; while the Rev. Dr. Miller, for whose philanthropic work in the cause of education Southern India owes a debt of deep gratitude, was rearing up close to where we are assembled now, the Institution which, like our banyan tree, has spread under his living guidance into the greatest College in the Presidency. The example of such earnest workers had its influence all over the department. Again, Mr. Powell, the first great educationist of this Presidency, was in the Director's chair. Under such direction and with enthusiastic workmen in the field, higher education spread far and wide. One characteristic feature of those times was the loving sympathy that existed between the teacher and the taught. I am afraid that routine and formality are taking the place of the old bond of affection. Various causes may have contributed to the change. It is an evil to be checked.

Till 1872, progress was confined to High School and Collegiate education. Little attention had been paid to primary education or the education of the masses, and still less to female education. The new constitution of Municipalities and District Boards gave an impetus to primary education, and Christian mission agencies likewise espoused the cause of popular education and demanded state help. The work of adjusting the Department to the new demands made upon it was no easy task and strained the utmost energies of Mr. Powell. In 1875, upon the retirement of that officer, Col. Macdonald succeeded to the Director's chair and brought to bear on his task indefatigable energy. A scheme was then worked out for the extension of primary education, which is practically in force now, and which has carried the blessings of the three R's even to the remotest village in the Presidency and likewise to the most backward communities, including now the Panchamas or Parayas. In the days of my boyhood, when I worked in a Taluk office to help my father, I had opportunities of knowing how few villagers could read or write or sign their names. Most of them were mere *marksmen* as the phrase was, *i.e.*, they affixed a mark on a sheet of paper, their names being written by a scribe. And I say this, gentlemen, without wishing to disparage in the least the labors of the old pial-schoolmaster whose educational out-put was often in an inverse ratio to the severity with which he applied the cane. A great change has, during these five and twenty years, come upon the rural population of our Presidency. Every Sub-Registrar will tell you how small is the class of *marksmen* now, and how large is the percentage of those who can read and write their mother-tongue. If further evidence were wanted, I might point to the enormous sale of cheap vernacular books in all large towns and at festivals. If you view it aright, you will admit that this extension of popular education is a great blessing to the country. There is yet vast scope for its further development. What the Director of Public Instruction has to say on the subject is worth listening to. In his report for 1895-96, the Hon'ble Dr. Duncan remarks: 'Seventy-six per cent. of the boys of primary school age

are not at school. * * The charge for the Lower Primary education of boys, except in Municipalities and Agency tracts, is a liability on all Local Funds. Unless, therefore, Local Boards are able to assign an annually increasing allotment for education, it is futile to expect any large extension of the sphere of primary education'. The Director goes on to point out that Local Boards are unable to assign larger amounts than at present, and primary education cannot be extended unless Government chooses to allot a special contribution for the purpose from Provincial Funds or levy an educational cess. In all civilized countries of Europe and even in Japan, the State takes care of primary education and provides funds for its maintenance. India ought not to be an exception. The education of the people is a duty of the State. If adequate assignment cannot be made from the present Imperial revenues, the alternative recommendation of the Director, namely, a special educational cess, must provide for the additional outlay required for the extension of primary education. The village teacher will be a legitimate charge upon the village cess even as the village *Karnam* is at present.

Female education was almost unknown in this Presidency twenty-five years ago. I am not forgetting that there were in the Town of Madras and in a few other stations some excellent girls' schools chiefly under the management of Christian missionaries, and when I speak of Christian missionaries, let me remind my countrymen that India owes to them a heavy debt of gratitude. They were the first foreigners, I believe, who approached the people of this country with real humanity. They were the pioneers of modern Indian education, nay, of modern Indian civilization. Our first English schools were started by them. They introduced the printing press in India. They were the first to print Indian books. They were likewise the first to teach Indian girls. The late lamented Mr. Grigg was an ardent educationist, and whatever was calculated to improve the intellectual and moral well-being of the people had his warmest support and sympathy. Under his direction, and aided by the generous efforts of Mrs. Grigg, female education made a considerable advance in our presidency. According to the latest returns, the number of girls' schools in the country is over one thousand with an attendance of 1,10,460 pupils under instruction. I attach, gentlemen, the very greatest importance to the education of our girls. The future of the country depends on it. Many of those social and moral reforms which are the despair of the present generation will easily become possible, when we shall be able to enlist the sympathies of our women with our aims and aspirations. But just in proportion to the importance of the subject is the care needed in handling it. Of the many defects which have to be remedied on the line of female education, the most serious is the tendency to work it on foreign national principles. Let us remember that women are socially and politically the greatest conservative force in all countries. It is they, more than any body else, who preserve what is good in the past, and who keep men in wholesome check against the misdirection of passion. If the women of India should become

denationalized, then there is no hope for India as the land of the Aryans. What one likes to see is the Indian home enlightened by culture and taste for the beautiful, and adorned by those virtues which our women have inherited from our Aryan ancestors—modesty, purity, hospitality, self-devotion and simplicity of life. India cannot afford to go in for all the costly fashions of the West. A foreign Government, Christian missions, and western philanthropy, are doing for the women of India all they can. It is our duty now to put our shoulders to the wheel and work the education of our girls on the lines best fitted for our country, our society and our traditions.

It is not my intention to tire your patience with a sketch of the history of education in all its branches during the past quarter of a century. It is enough for me to say that the progress has been manifold. One of the most pressing questions of the day is the education of the people in arts and industries. The Hon'ble Dr. Duncan is giving the subject his best attention, and I am confident that the efforts and experiments that are being made at present will ere long give our countrymen a fitting education in industrial arts and tend to develop the material resources of India.

Ere I close my remarks this evening, I wish to refer to an educational question of considerable importance. There has been a growing complaint that our High School education has gone down of late years and that the students who pass the Matriculation examination now are hardly fit to go on with collegiate education. My own experience in this matter confirms the view expressed by several gentlemen both in and outside the Department of Education, and in particular by an officer whose long experience as an Inspector of Schools gives to his opinion a special value, I mean Mr. Nagoji Rao, now Acting Principal of the Kumbakonam College. Having studied the question with some care, I wish to urge on the attention of the Guild one or two points. According to the published curricula, the course of studies from the Infant Standard to the Matriculation extends over a period of eleven years, and except in the Infant Standard English is one of the subjects of study. When I taught Matriculation classes thirty years ago, it was a course of six years' study from the English alphabet to the Matriculation; and in the Kumbakonam College, students of the sixth or Matriculation class were taught the fourth and sixth books of Euclid, and the quadratics and the progressions in Algebra. Many students were able to get through the course in less than six years. Now let us see whether any thing has been gained by the extension of the time from six to ten years. The only additional subjects required for the Matriculation are Elementary Physics and Chemistry—subjects in which those who pass the examination show little or no appreciable knowledge. To my mind there is nothing to justify the extension; on the other hand, the evil of it has been great. Now our boys begin to study a highly difficult foreign language such as English is, when they are six or seven years old, and when they have had very little schooling in their own mother tongue. Knowledge which can be easily imparted through one's home-language presents, when clothed in a foreign garb, a vague appearance to the

young mind and is often shunned with aversion. To take a concrete case: The study of Euclid's Elements comes in at a very early stage and it takes five years to hammer the geometry of the first three books into the boyish brain. Just imagine, gentlemen, the waste of intellectual energy involved in this. A boy is made to learn Euclid when he cannot understand either the language of Euclid's propositions or his closely reasoned logic. The old Greek geometer could never have dreamt of such a profanation of his famous Elements. The result of this compulsory study is to produce in a boy's mind an utter aversion to the subject then and for ever. And yet let a boy begin the same subject, after he has picked up a fair knowledge of English, and when his intellect has acquired some strength; if the lad has any aptitude for figures and numbers, he reads the subject with avidity and goes through the six books in two years at the most. In the good old days, five and twenty years ago, it was exactly so. Most boys then commenced their study of English, after they had been through a good course of instruction in Tamil or Telugu, as it might be, and picked up a fair amount of miscellaneous knowledge by observation and reading, and were able to pass the Matriculation examination without any great strain after a five or six years' course of instruction. The old system had this additional advantage. By the time a lad was ten or eleven years old, we could easily tell whether he was intellectually fit to go in for a costly and elaborate education in English, or should be left to his own native tongue. The process of elimination was easy. Now many a boy under a mistaken notion of his intellectual capacity reads English for years and finds it all a waste of time and money, when repentance is too late. One of the chief causes of the neglect of our vernaculars in our schools and colleges—a neglect which is socially and economically working a great mischief—is the wasteful ambition to teach English to Indian infants and to impart all instruction in our public schools through the medium of that language. It would be the very height of madness to anglicise India. The Mahomedan conquerors of the country failed to impose their language upon the conquered, but had themselves to adopt the language of the Hindus. The great bulk of the Indian population must continue to think and speak in the language bequeathed to them by their forefathers. Corruption of our languages is easy enough—a corruption which will recoil and corrupt us and give us a mongrel character. But the extinction of our languages is a problem of distant centuries. Thirty-five years ago, when the question was discussed by the Department, the then Director of Public Instruction, Mr. (since Sir) Alexander Arbuthnot, with the support of Government most emphatically ruled that, in all the lower classes of High Schools, vernaculars should be the medium of instruction That wholesome rule has been neglected and the consequences have been woeful. One cannot too strongly condemn the course we are pursuing. The more thoughtful parents are unwilling to send their sons to the lower classes of our High Schools. Shut up in school for the best part of a day, from the fifth or sixth year of age, encumbered with uncongenial subjects of study, and entrusted to not very skilful hands, a boy loses his natural curiosity to know

and to learn, and becomes a stranger to those modes of self-instruction which wise nature has provided for him. To speak out my mind freely on the subject, I would forbid all English education to the Indian boy under the age of ten.

CRITICS.

Mr. Augustine Birrell is apparently dissatisfied with the position taken up by the journalist. In his opinion, if one may judge from his speech recently delivered at Lincoln's Inn, writers connected with the press have no business to express an opinion on current events; they should be simply content with chronicling the news which it is the chief purpose of the newspaper to purvey; or if they do go out of their way to say what they think, they should do so with becoming modesty, and not as if they believed they were placed in the seat of judgment by right divine. Such action on their part, Mr. Birrell considers, savours of vanity, and is heartily to be condemned. Practically his protest, if we are right in considering it serious, and not intended as humour, is only another instance of the irritation felt in so many quarters at the mere suspicion of criticism. The same feature is to be noticed in the attitude taken up by many authors towards their reviewers. It is almost as if a certain section of the public assumed the credit of living on a higher plane than their fellow beings, a position in which their thoughts and actions were so little within the comprehension of ordinary humanity that it were little short of impious to criticise them. This being so, the charge of vanity would seem misdirected. Mr. Birrell speaks more particularly of political matters, and his remarks are chiefly directed against the leader-writers of the daily press, but it is quite possible, nay probable, that politicans regard themselves as a sacred body whose opinions are not to be questioned by the ordinary journalist, and who for this reason resent interference from the outside world. Criticism in any case is unpalatable.

And yet when we come to consider the question from the literary and artistic side alone it is impossible not to see there is some truth in what Mr. Birrell says. Of late years there has sprung up the ineffably conceited young man whose criticisms in their calm assumption of superiority are most irritating. The strange thing, however, is that he disdains to shelter himself behind the usual editorial 'we,' against which Mr. Birrell directs his most terrible fulminations, but calmly stands forth in the publicity of his own name, or at least initials. A short

time ago a writer of this description, in criticising a new play, remarked that such and such a comedy should be reproduced, not, if you please, because the public would welcome the revival, but because 'I' should like to see it! It is the same also in art matters. 'I don't in the least,' said an artist the other day, 'object to a criticism from a writer who is technically unacquainted with painting; if it is an honest, outspoken opinion of an educated and refined man there is always some good to be derived from it, and many valuable hints are frequently to be picked up from the judgment of the lay mind; but what I do object to is the confident manner in which a man who is palpably no artist himself—not even a failure—will criticise the work of men who have spent a life-time in the profession, and whose daily bread depends upon their work, and will lay down rules as to what constitutes true art and what does not.'

This style of criticism, we suspect, has always been in evidence, though in recent years the presence of the 'superior' young critic has been more acutely felt. And it by no means applies to the majority, or even a large proportion, of the journalistic profession. The inexperienced, moreover, must always gain their training somewhere, and it is highly probable that many of these youthful critics develop under the educative influence of years into highly capable and discriminating members of their craft. But even leaving these considerations out of the question, Mr. Birrell, we think, is inclined to make too much of the matter. The influence of newspaper criticism is not what it once was, and though in any great political crisis a combination of the entire press has its undoubted influence, in individual cases it is a far different thing, and it is doubtful if the opinion of even a popular and widely circulated journal has great influence in carrying public feeling or altering the result of a political election. People now a days are beginning to think more for themselves, and from the frequent discussions that take place are learning to cultivate independent views. If the vanity of the journalist be really existent, as Mr. Birrell supposes, it can do no harm to anyone, and is of trifling importance. The whole discussion is interesting, but carries no practical value.—*The Publisher's Circular.*

ATHLETICS.

The Annual Athletic Sports of the Presidency College, Madras, went off most successfully on Wednesday, 22nd September. A large number of guests availed themselves of the generous hospitality of the college and met on its ample cricket ground where the lists had been erected in best holiday fashion. Unlike last year the weather also condescended to take part in the festivities on the appointed day, the sun being if anything a trifle too hearty in his attendance. Trees and tents, however, provided an effective shelter, while the heat gave the best of excuses for excursions to the refreshment tents. During the afternoon the Band of the Madras Volunteer Guards played a number of musical items. The Programme was soon in full swing and yards of raven tresses were streaming in the wind. There was plenty of variety and interest in the contests, especially in the Tug of War which evoked the greatest enthusiasm. The Principal (Mr. G. H. Stuart,) and Professors of the College were, it is needless to say, assiduous in entertaining their guests, and deserve all congratulations on the complete success which attended their efforts. The Director of Public Instruction (Dr. Duncan) and Mrs. Duncan, who had just returned from a short holiday in Europe and were looking in the best of health, received of course the heartiest of welcomes from all. At the end of the sports Mrs. Duncan gave away the prizes with her usual kindliness and grace. We append a list of events and prize winners

1. *Throwing the Cricket Ball.*—1st Prize, C. T. Ayana. 2nd Prize Sundaram Aiyar.

2. 100 *Yards Flat Race.*—1st Prize, C. T. Ayana. 2nd Prize, S. Venkataratnum Chetty. Time, 11 4/5 seconds.

3. *Slow Bicycle Race.*—1st Prize, G. C. V. Krishnaswami. 2nd Prize M. S. Ramaswami.

4. 120 *Yards Hurdle Race.*—1st Prize, S. Venkataratnum Chetty. 2nd, Prize, Muthukumaraswami. Time, 18 3/5 seconds.

5. ½ *Mile Flat Race.*—For students of other colleges. 1st Prize Christian College. 2nd Prize, Engineering College. Time, 2, minutes, 37 1/5 seconds.

6. *Long Jump.*—C. T. Ayana. Length 15 feet, 11 inches.

7. *Kicking the Football.*—1st Prize, R. S. Sankaran. 2nd Prize, G. S., Ramachendra. Length 42 yards, 1 foot.

8. *High Jump.*—C. T. Ayana. Height 4 feet, 10 inches.

9. ¼ *Mile Flat Race.*—1st Prize, C. T. Ayana. 2nd Prize, B. Rama Rau. Time 1 minute, 3 seconds.

10. *Old Students' Race.*—1st Prize, Hanumanta Row. 2nd Prize, M. Krishna Menon.

11. 1 *Mile Race.*—1st Prize, R. S. Shankaran. 2nd Prize, M. M. Srinivasachari. Time 6 minutes, 4 1/5 seconds.

12. *Putting the Weight.*—1st Prize, H. F. Paulie. 2nd Prize, A. Sundaram. Length 25 feet, 8 inches.

13. *Sack Race.*—V. Rajagopalan.

14. *Tug of War.*—Between the Senior F.A. and the Physics classes. Senior F.A. class.

15. *Consolation Race.*—Muthukumaraswami.

The Committee consisted of Mr. T. T. Logan, Mr. R. Ll. Jones, and Instructor Achyutan. Messrs. Allen, Duncan, Logan and Rev. J. M. Russell, acted as Judges, Sergeant Reynolds as Starter, and Dr. Bourne as Time-keeper.

REVIEWS OF BOOKS.

THE TALISMAN. Edited by W. Melven, M. A.

This is the first volume of a series of 'Sir Walter Scott' Continuous Readers, proposed to be published by A. & C. Black, London. From a rough census taken amongst all sorts and condition of boys, it would appear that not 15 per cent. read Sir Walter Scott. This series, therefore, is intended to popularize the famous novelist among modern school boys especially, and will consist of his shorter novels converted into "Continuous Readers." The volume before us contains an introduction which discusses very briefly the general merits of the author, and traces out more fully the original sources of the various incidents in the *Talisman*. There is also an appendix of notes explaining briefly allusions and other difficulties. Explanations of words that may be found in ordinary dictionaries are not given. The get-up of the book is excellent, and leaves nothing to be desired. We trust that such attempts at popularizing standard novelists will completely put down the sensational novels now in vogue.

ALGEBRA FOR LOWER SECONDARY SCHOOLS. By Mr. K. G. Venkatasubbaiyer, B. A., L. T., Tutor of Mathematics, Madras Christian Colllege: *Messrs. Thompson and Co.*, Madras. Price, 9 As.

This small book on Algebra is intended mainly for the students of our Lower Secondary Schools. We are glad to find it unites in itself the two rare merits of cheapness and reliability, and we are sure its

introduction as a text-book in our lower schools will go a great way to bring into vogue a more intelligent method of teaching the subject. Himself a successful teacher in mathematics for some years, Mr. Venkatasubbaiyer has known well the requirements of the students for whose benefit he has undertaken to write the book. The exposition is clear and logical, and nothing is asserted dogmatically. There is a copious collection of exercises full of variety and interest, and these will supply enough matter for the exercise of the student's ingenuity after he has mastered the first principles. A chapter on the *First Principles of factorisation* would have greatly added to the utility of the book. We have no hesitation in recommending it to the notice of the students and teachers of our Lower Secondary schools.

WORDSWORTH'S EXCURSION. Book I. Edited by M. T. Quinn, M.A., Fellow and sometime Examiner, University of Madras. *George Bell and Sons.* Re. 1.

This book, one of Messrs. Bell's Series of English Classics is written specially for Indian students preparing for University Examinations. It contains a clear and concise account of the poet's life, though nearly all mention of the influence of Miss Dorothy is omitted. In the Introduction which follows, the arrangement of the subjects discussed is excellent. But no explanation is given of what is popularly called Wordsworth's Philosophy, without some understanding of which the first 500 lines of this poem, as indeed any other portion of his poetry, cannot properly be appreciated. The Notes appended by Mr. Quinn to particular passages where the poet is setting forth his metaphysical conception of Nature and her ways of teaching, do not sufficiently clear up the difficulties that the beginner must feel. As to the editor's contention that Book I stands apart from its fellows, we cannot agree. Indeed the choice of such a fragment of Wordsworth for educational purposes, as an introduction to one of England's greatest poets, is not a good one. After we have shaken hands with the much experienced packman, the protagonist of the play to follow, and have listened to the story of his life, there is little more real poetry in the book, the closing lines excepted. The episode of the forsaken Margaret, which takes up half the book, is an episode and no more, and tedious and prosy into the bargain. The sole effect of it is to show the poet's hero in a not too flattering light, as a somewhat hard and selfish personage who practises certainly not what he preaches. The real story only begins in the second book; disconnected from those that follow, the first book is abrupt and without any proper ending, and gives an inadequate, mis-

leading idea of the poem as a whole, of the quality of the poetry in it (we do not hold with Mr Quinn that Book I. rises to higher flights than the others) and of Wordsworth's powers as a poet. The choice of book I. of *the Prelude*, which can better afford to be separated from its fellows would have been happier, and have induced the student to go on and read on his own account with rich results, whereas many now may after this first taste be inclined to say 'enough!' This is certainly only too true of many of the so called 'educated' at home, who have not been fortunate in their first acquaintance with our greatest philosophical poet.

Mr. Quinn prints the lines taken from the end of the first book of *the Recluse*, given in the Preface to the poem, in *small* print, though the notes thereon are in large type like those on the rest of the work. As it is probable that the lines in question are intended to be studied by the student as part of the whole poem, this should not be.

As regards the Notes themselves, the most important item in such a publication as the present, we have tested them by referring to well known *cruces*, and in nearly every case Mr. Quinn is not found wanting. His remarks are to the point, lucid, and (an excellent thing) brief. But though individual points bearing on Wordsworth's theory of Nature are well explained, some more general account of this subject is needed by the student, if the book is to be by itself a sufficient commentary. The difficult passage at ll. 207-9 is well explained, but no account is given of other interpretations, which may possibly be reconciled with this view. For the student not *very* familiar with English, especially such as Wordsworth's, and with the ideas which his language struggled to express, perhaps even more help is wanted. Of line 430 we hold Mr. Quinn's interpretation is wrong. We are glad to see that the more sensible explanation is given of line 279. At line 195 a reference should have been made to the beautiful passage in *the Prelude* Book I, where the poet particularly mentions the means that Nature deigned to employ in the education of his *own* character, of which we know that of the pedlar poet was but a conscious reflection. Throughout the book indeed the points of resemblance between the first 500 lines and the early books of *the Prelude* should have been more clearly brought out, and more quotations given. Otherwise there is little to find fault with in this edition. We can honestly recommend it. Of the multitude of expositions of the same work recently poured forth from the press, this is perhaps the best, although in some points, mentioned above, Mr. Kellett's has the advantage of it.

THE SECOND BOOK OF KINGS. Edited by Rev. W. O. Burrows, M.A. (*The Books of the Bible*). *Rivington.* Price 1*s.* 6*d.*

This is one of an excellent series intended to supply for the use of junior students an annotated Bible in which the results of recent criticism are represented in a simple straight-forward manner. This aim seems to be fully realised in the book under review. Its notes are simple, brief and apposite, while at the same time they do not neglect the spiritual lessons to be derived from the historical books of the Old Testament. There is an excellent and most interesting introduction which deals lucidly and attractively with a number of topics connected with the Biblical story, such as the Composition and Contents of King's II., the Political History of Israel, the Prophets, the Gods of the Heathen, and the Assyrian Empire. Maps of Palestine and its neighbouring countries, the Holy Land, the Assyrian Empire, and Jerusalem are supplied, together with a number of useful appendices and longer notes on subjects of historical and archæological interest.

We note one or two slips in typography, such as the curious spelling of "architecture" on page XIX., and a faulty reference on the same page. This edition might very profitably be used in schools and colleges where the Bible is taught, as well as by all those who have not the leisure to go deeply into theological learning, but who desire a handy and stimulating guide to the study of the Old Testament.

MIDSUMMER NIGHT'S DREAM. (*Black's School Shakespeare.*) *Price* 1*s. net.*

The introduction to this little book is decidedly good and bears witness to a deal of careful thought and clear exposition. The editor seems to have borne in mind the importance of making the young reader not only understand the language but appreciate the consummate workmanship of Shakespeare. In this he has followed the example of other recent editions of the great dramatist's works. But the introduction to this play has the merit of remarkable clearness, not always found in school editions. Further, it is not over-burdened with pedantic or unnecessary annotation; the notes err rather in leaving out than in putting in, if they err at all, though there are few examples to which exception can be taken. Perhaps the only serious defect is the tendency to gloss over the very difficult and interesting passage in Act II Scene 1 about the "*mermaid on a dolphin's back*" and the "*fair vestal throned by the west.*" As this is the key-stone of the whole play, and contains the finest compliment ever paid by bard to monarch, it deserves more attention than that bestowed upon it by the editor. Students of Indian Universities would probably find this edition of use, though for B.A. work its notes would have to be supplemented.

EDUCATIONAL NOTES.

Mr. William Esson, F. R. S., Fellow of Merton College, has been appointed Savilian Professor of Geometry at Oxford, on the death of Professor Sylvester. Mr. Esson has for some time been acting as Deputy Professor.

* * *

Dr. Rambaret, Astronomer Royal of Ireland, and Professor of Astronomy, Dublin University, has been appointed Radcliffe Observer at Oxford, to take the place of the late Mr. E. J. Stone.

* * *

Mr. W. A. S. Hewins, M. A., Pembroke College, Oxford, a rising economist, has been appointed Tooke Professor of Economic Science and Statistics in King's College, London, in the room of the Rev. Dr. Cunningham. Mr. Hewins has for some time been Director of the London School of Economics, which has been doing good work in encouraging the study of Political Economy among those who cannot avail themselves of a University course.

* * *

Mr. Stanley Dunkerley, a lecturer on Applied Mechanics, Cambridge, has been appointed Professor of the same subject in the Royal Naval College, Greenwich, as Professor Cotterill F. R. S. is retiring after nearly a quarter of a century's service.

* * *

Cambridge University has been generously presented with £2,000 by an anonymous donor.

* * *

Dr. E. W. Hope, has been appointed Professor of Public Health in University College, Liverpool.

* * *

Mr. Dunn, the popular and successful Headmaster of Bath College, has resigned his position after having held it for nearly twenty years. He was one of the first to show that the Headmaster of an English Public School need not necessarily be a clergyman. The success of the college under his rule was very striking, one might almost say unique, as shown by the very large number of academical honours it has won compared with its size. The importance too of the personal influence of Mr. Dunn can hardly be overrated. He is succeeded by the Rev. W. Yorke Fausset, a distinguished classical scholar of Balliol College, Oxford, and the winner of several University prizes.

The Rev. Sydney Rhodes James, M. A., House Master at Eton, Eighth Classic, and late Scholar of Trinity College, Cambridge, has been appointed Headmaster of Malvern College, as, the Rev. St. John Gray has resigned on account of ill health.

* * *

Miss Bishop is resigning the Principalship of Holloway College, and Dr. Ward that of Owen's College, Manchester.

* * *

Sheffield University College, is applying for affiliation to Victoria University.

* * *

The dispute about the terms of affiliation of Dundee University College, to St. Andrew's University, consequent on the demand of Dundee to be allowed sufficient professors to enable its students to receive tuition for the Arts as well as the Science course seems in a fair way of settlement. Dundee has apparently gained its point, and though devoting itself mainly to Science will also hold Arts classes in several important subjects.

* * *

The Rev. Professor Johnston of Aberdeen, if hardly a successful lecturer on Biblical Criticism, seems at least to possess considerable ability as a tactician. About a year ago, it will be remembered, in consequence of a good deal of disorder in the professor's classes, which was defended on the ground of the alleged incompetence of the reverend gentleman, Professor Johnston was suspended by the University Court and a substitute appointed. Mr. Johnston, however, continued to live in the house provided by the University for the Professor of Biblical Criticism, and still holds his appointment, from which he can only be ejected with the consent of the Privy Council. But this consent will not be given unless the University provides him with a pension, which it however professes to be unable to do. Meantime the reverend professor appears to have grown tired of his compulsory leisure, or possibly fears the pernicious effect of the more modern Biblical Criticism of his substitute. He has accordingly anticipated the appointment of a deputy for the coming year, by announcing his intention of holding classes whether the University Court likes or no, and by calling on the Scottish Committee of the Privy Council to protect him in so doing. We are curious to know what will happen, and whether the spirited action of the old gentleman will carry the day against modern methods, or the missing pension be forthcoming? And if the pension be forthcoming, whether Professor Johnston will accept it or insist on continuing to lecture to a stiff-necked and perverted generation of divinity students? And if he insists on

still promulgating his views, whether we shall be treated to further riotions behaviour on the part of his undutiful pupils, or the Privy Council will intervene and carry the old gentleman bodily forth from the University precincts amid floods of Biblical Criticism and torrents of denunciation.

INDIAN NEWS.

BOMBAY.

Students returning to Bombay at the close of the vacation are to be exempted from the usual plague quarantive rules provided that they are not ill with fever when they return, and that arrangements are made to enable them to be visited in their lodgings.

MADRAS.

The Hon'ble Dr. Duncan, Director of Public Instruction, having returned to Madras after three months leave, the Acting Director, Mr. Bilderbeck, returns to his post of Professor of English in the Presidency College.

* * *

Mr. Keess has been confirmed as Principal of the College of Agriculture, Saidapet. The college may be congratulated on securing the permanent services of so able and popular a head.

* * *

Munshi Ghulam Dasthagir Sahib Himmath, Professor of Persian and Arabic, Christian College, who recently sent the Queen Empress an elegant Persian poetical *Thareekh* as a Jubilee congratulation, has received a special letter of thanks from the royal munshi at Her Imperial Majesty's express command.

* * *

The annual distribution of prizes at Pachaiyappa's High School, Chidambaram, went off most successfully on Saturday 2nd October. In the unavoidable absence of the Head Assistant Collector, the District Munsiff, Mr. P. N. Satagopa Naidu Garu, B.A. B.L., presided. The school was well decorated and a large and representative audience attended. After a gymnastic performance and several recitations by the pupils,

the Headmaster read his annual report which showed that the school had been doing excellent work during the year. The Chairman having given away the prizes and made an appropriate speech, the proceedings came to an end with the usual vote of thanks and distribution of sandal, &c.,

* * *

On 15th October, H. E. the Governor of Madras distributed the prizes at Ernaculam College, and took the opportunity of expressing his belief that education in the Madras Presidency "had gone a little too fast and been a little too radical." His Excellency went on to say that, had he been starting an educational system, "he would have preferred to expand and improve eastern ideas, and not to substitute for them in their entirety our own western ideas." In speaking thus Sir Arthur Havelock has given voice to a belief that is widely spread among South Indian teachers. We trust that, if any proposed reform in oriental instruction comes before His Excellency, he will see that it is a practical one which will suit the methods and scholarship of the older and better pandits. The scheme, if it is to be a success, must be made to suit the pandits, for the best pandits cannot be made to suit any cut and dry scheme, and the risk is that, if any elaborate pandit examination system be introduced, the older men will have nothing to do with it. Thus, as they gradually die off, their precious unwritten lore will disappear with them. It is to prevent this, and to devise an adequate means of encouraging really good scholars, that the Oriental Language Committee of the Senate has been formed, and we trust that His Excellency will see that it does its work. Up till the present it does not appear to have been overbusy.

LITERARY NOTES.

The Roxburghe Press, Limited, have in hand for immediate issue 'Lord Bolinbroke,' a volume of excerpts from the political works of Henry St. John, Viscount Bolinbroke, with a few biographical details of the author, by the Hon. Stuart Erskine.

* * *

The following works are shortly to be issued by the Kelmscott Press:—'The Sundering Flood,' the last romance written by William

Morris—Chaucer type in black and red; two specimen pages of Froissart's works with the special armorial border and ornaments designed for this book by William Morris. 'Love is Enough,' by William Morris, Troy type, in black, red, and blue, with a woodcut designed by Sir Edward Burne-Jones.

* * *

The 101st volume of the Scott Library will be the 'Criticisms, Reflections, and Maxims of Goethe,' translated by Mr. W. B. Ronnefeldt.

* * *

'A Man of the Moors,' a novel of the Brontë Country, will be published by Messrs. Kegan Paul & Co. in the course of the autumn. The author is Mr. Halliwell Sutcliffe.

* * *

Messrs. George Bell & Sons are about to issue a 'History of Renaissance Architecture in England,' by Mr. Reginald Blomfield, who treats of the subject during the two hundred and fifty years ending with the beginning of the present century. The work will be illustrated, the author having prepared a large number of drawings, and there will also be photographs of typical buildings and several plans.

* * *

Messrs. Longmans & Co. are starting what promises to be a useful series of selections from the poets, under the editorship of Mr. Andrew Lang. The first volme, which is devoted to Wordsworth, will have illustrations by Mr. Alfred Parsons, A.R.A. These selections are intended for those who desire to get the best work of our poets by the shortest cut. Succeeding volumes will contain selections from Coleridge, Scott, and Byron.

* * *

Mr. Grant Richards has in hand for publication in the autumn a work by Mr. Grant Allen entitled 'The Evolution of the Idea of God,' a subject which, the author says, has occupied him more or less since he left Oxford.

* * *

The Rev. E. Conybeare, whose antiquarian researches in Cambridgeshire are well known, is engaged on a history of that county for Mr. Elliot Stock 's 'Popular County History Series.' The author traces the existence of a Cymric population in the Fenland after the departure of the Romans. Attention has also been bestowed on the part taken by Cambridgeshire in the baronial wars of the 13th century.

* * *

Mr. Edward Bellamy's new book, 'Equality,' is having an extraordinarily large sale in America.

Sixpenny editions seem to be the order of the day. 'Lorna Doone' is shortly to be published in this form, and the works of George Eliot are to be issued in a sixpenny edition by Messrs. W. Blackwood & Sons. The first volume will be 'Scenes of Clerical Life.'

* * *

Among the books announced by Messrs. W. Thacker & Co. for the autumn is a work by H. G. Keene, author of 'Sketches in Indian Ink.' The title is 'A Servant of John Company (East India Company): being the Recollections of an India Official,' also 'Medical Hints for Hot Climates,' by C. Heaton, M. R. C. S., and a new edition of 'The Rod in India,' by H. S. Thomas, F. L. S., author of 'Tank Angling in India.'

* * *

Mr. John Corbin has written a book entitled "Schoolboy Life in England,' which Messrs. Harper and Brothers are about to publish. The work deals with life at Eton, Harrow, Rugby, and Winchester from an American point of view.

* * *

The University Correspondence College Press will shortly publish the 'Tutorial Chemistry,' Vol. II., by Dr. G. H. Bailey. This part deals with the metals, and is prepared to meet the requirements of the intermediate science examination of London University, and similar examinations.

* * *

The 'Life of Napoleon III.', upon which Mr. Archibald Forbes has for some time been engaged, will be published by Messrs. Chatto & Windus in the last week of September.

* * *

Messrs. Kegan Paul & Co, are preparing a new edition of Mr. Austin Dobson's biography of Hogarth. The work has undergone thorough revision. Mr. Dobson has added a complete list of all Hogarth's paintings and their reproductions. The full series of illustrations which the book had in the original form will be continued.

* * *

Mr. Elliot Stock will publish very shortly, a work on 'The Building of the Intellect,' by Mr. D. W. Gane.

* * *

Messrs. Methuen & Co., are about to begin a series under the title of 'Methuen's Byzantine Texts.' The general editor will be J. B. Bury, M. A. The first volume, it is now announced, will be 'Evagrius,' edited by Professor Léon Parmentier and M. Bidez.

* * *

The Rev. T. Carter, of Birmingham, who has made a special study

of the life and times of John Shakespeare, the poet's father, has written a book claiming to prove that William Shakespeare was the son of a Puritan home. The volume is dedicated by permission to the Countess of Warwick, and is entitled 'Shakespeare: Puritan and Recusant.' Messrs. Oliphant, Anderson & Ferrier will be the publishers.

* * *

To his excellent University Extension Series Mr. Murray is adding 'A History of Education,' by James Donaldson, Principal of the University of St. Andrews; 'An Introduction to Philosophy,' by Professor Knight, the editor of the series; 'The English Poets, from Blake to Tennyson,' by the Rev. Stopford A. Brooke; and 'The History of Astronomy,' by Mr. Arthur Berry, Fellow of King's College, Cambridge.

NOTIFICATIONS.

BOMBAY.

Salaries and Allowances.

No. 4001.

FINANCIAL DEPARTMENT.

Bombay Castle, 21st September 1897.

Resolution of the Government of India, Finance and Commerce Department, No. 3580-Ex., dated 13th August 1897:—

"Read—

Despatch from the Secretary of State, No. 450, dated 23rd November 1876.

Resolution by the Government of India in the Finance and Commerce Department, No. 1017, dated the 22nd February 1878, promulgating certain instructions on the subject of over-payments and recoveries from officers on leave in England or after retirement.

Despatch to the Secretary of State, No. 76 (Financial), dated the 20th March 1895, requesting sanction to certain excess payments made to certain officers of the Indian Medical Service, which were not challenged by the Audit Office within six months of payment, being written off the accounts

Despatch from the Secretary of State, No. 68 (Financial), dated the 2nd May 1895, sanctioning the above proposal in the following terms:—

'Your proposal is in accordance with the general principle laid down in paragraph 5 of the Despatch to your Government of the 23rd

of November 1876, No. 450, and I accordingly authorize the amounts in question being written off the accounts.'

Read also—

Paragraph 5 of the Resolution by the Government of India in the Finance and Commerce Department, No. 998-P., dated the 2nd March 1896, directing that an Account Officer should not issue an order for the recovery from any officer of pay and allowances erroneously drawn more than one year before the issue of the retrenchment order without first obtaining the sanction of the Local Government, which has power to direct the amount to be written off, if it considers that the recipient was not in fault.

RESOLUTION.—His Excellency the Governor General in Council has had under consideration the expediency of delegating to all Local Governments and Administrations and the Departments of the Government of India, the power of remitting disallowances by Audit Officers so far as they affect payments made more than six months before the date when they were challenged, provided they consider the amount to have been drawn by the officer under a reasonable belief on his part that he was entitled to it. His Excellency in Council is pleased to direct that in future Local Governments and Administrations and the Departments of the Government of India may dispose of all cases of over-payments and recoveries from officers serving under them on the principles described above, without reference to the Government of India.

2. It is only in exceptional cases that an Audit Officer should find himself unable to finally audit charges within a period of, at the outside, six months from the date of payment; and recovery should ordinarily be effected from officers of the amount of any over-payment made to them, if objection is raised within that period. Any case in which a Local Government or Administration or Department of the Government of India may consider that recovery should not be effected from any officer of the amount of any over-payment made to him within six months of the date on which objection has been raised, should be reported for the orders of the Government of India.

3. Cases in which erroneous payments have not been challenged within six months should be reported for the orders of the Local Government or Administration or Department concerned, with the Account Officer's recommendation. And an Account Officer should not, without first obtaining sanction, issue an order for the recovery from any officer of pay or allowances erroneously drawn more than six months before the issue of a retrenchment order unless the payment has been challenged within that period. The orders contained in paragraph 5 of the

Resolution of the Government of India in this Department, No. 998-P., dated 2nd March 1896, may be held to be modified accordingly.

ORDER.—"Ordered, that this Resolution be communicated to all Local Governments and Administrations, to all Departments of the Government of India, to the Comptroller and Auditor General, and to all Accountants General and Comptrollers."

RESOLUTION.—Copies of the Resolution of the Government of India should be forwarded to all Departments of the Secretariat and all Heads of Offices subordinate to them for information and guidance with reference to Government Resolution No. 1138, dated 24th March 1896.

A. M. T. JACKSON,

Under Secretary to Government.

List of appointments in the Educational Department for the month of September, 1897.

1st *September* 1897.—Mr. V. B. Marathe, is appointed 22nd Assistant Master, in the Elphinstone High School, in the Gujarati side.

3rd *September* 1897.—The following appointments are made in the Poona Training College: Mr. R. N. Alekar, L. C. E., to be 1st Assistant; Mr. N. P. Sathe, to be 2nd Assistant; Mr. S. B. Dixit, to be 3rd Assistant; Mr. R. L. Soman, B.A., 5th Assistant, B. J. High School, Thana, to be 4th Assistant.

6th *September* 1897.—Mr. K. U. Lalvani, B.A., 2nd Assistant, Hydrabad High School and *sub pro tem.* 1st Assistant Shikarpur High School, is appointed 2nd Assistant in the N. J. High School, Karachi; Mr. T. A, Lalvani, B.A., 3rd Assistant and *sub pro tem.* 2nd Assistant, Hydrabad High School, is appointed 2nd Assistant in the same school; Mr. T. K. Sadarangani, 4th Assistant and *sub pro tem.* 3rd Assistant in the Hydrabad High School, is appointed 3rd Assistant in the same school; Mr. K. J. Malkani, B. Sc., 7th Assistant and *sub pro tem.* 6th Assistant, N. J. High School, Karachi, is appointed 4th Assistant in the Hydrabad High School; Mr. K. B. Shahani, B.A., 9th Assistant, N. J. High School, Karachi, and *sub pro tem.* 5th Assistant, Hydrabad High School, is appointed 7th Assistant in the N. J. High School, Karachi; Mr. U. C. Thadani, B.A., *sub pro tem.* 7th Assistant. N. J. High School, Karachi, is appointed 9th Assistant in the same school.

14th *September* 1897.—Mr. Bhikaji Govind Powar, 10th Assistant, N, J. High School, Karachi, is appointed 14th Assistant, Poona High School; Mr. N. L. Lagu, 7th Assistant, Hydrabad High School, is appointed 10th Assistant, N. J. High School, Karachi.

17th September 1897.—Mr. R. H. Chowdhari, 8th Assistant, Sholapur High School, is appointed substantive 7th Assistant in the same school, subject to the *lien* of Mr. P. P. Virkar; Mr. D. S. Kelkar, 14th Assistant, Nasik High School, is appointed 9th Assistant and substantive 8th Assistant, Sholapur High School, subject to the *lien* of Mr. Chowdhari; Mr. G. V. Belsare, English Teacher, Bhusawal, and *sub pro tem.* 13th Assistant, Sholapur High School, is appointed 14th Assistant, Nasaik High School.

18th September 1897.—Mr. K. P. Gulrajani, 2nd Clerk, Deputy Educational Inspector, Hydrabad, is appointed 2nd Clerk to the Deputy Educational Inspector, Shikarpur; Mr. C. H. Mansukhani, 2nd Clerk, Deputy Educational Inspector, Shikarpur, is appointed 2nd Clerk to the Deputy Educational Inspector, Hydrabad.

28th September 1897.—Mr. V. D. Pandya, is confirmed as 4th Assistant, N. J. High School, Karachi; Mr. K. J. Chainani, B.A., *sub protem.* 1st Assistant, Hydrabad High School, is confirmed as 1st Assistant in the same school; Mr. C. N. Merani, B.A., *sub pro tem.* 2nd Assistant, Hydrabad Training College, is confirmed as 2nd Assistant in the same College; Mr. M. D. Talati, *sub pro tem.* 5th Assistant, N J. High School, Karachi, is confirmed as 5th Assistant in the same school; Mr. U. C. Thadani, B.A., *sub pro tem.* 6th Assistant, N. J. High School, Karachi, is confirmed as 6th Assistant in the same school; Mr. H. J. Kataria, *sub pro tem.* 9th Assistant, N. J. High School, Karachi, is confirmed as 9th Assistant in the same school; Mr. K. N. Shahani, *sub pro tem.* 6th Assistant, Hydrabad High School, is confirmed as 6th Assistant in the same school.

NOTIFICATION OF THE UNIVERSITY OF BOMBAY.

No. 1499 of 1897-98.

Plague Quarantine at Bombay.

With reference to the letter printed below, from the Secretary, Plague Committee, Bombay, it is hereby notified that the Heads of the Colleges and High Schools sending up Candidates to Bombay for the ensuing University Examinations will be supplied with blank forms of such a certificate as is mentioned in the letter, on their applying for them to the undersigned and stating the number required. Candidates who may have sent in their fees direct and not through the Head of a College or High School, will be furnished with the required certificate on their applying for it and enclosing the receipt granted to them for their fees.

By order,

D. MacDONALD, M. D., B. Sc., C. M.,
University Registrar.

Bombay, 13th October 1897.

No. 6805.

Office of Plague Committee,
Custom House,
Bombay, 7th October 1897,

Heading

Plague

From

THE SECRETARY, PLAGUE COMMITTEE;

To

DR. MACDONALD.
University Registrar, Bombay.

Sir,—

In reply to your letter No. of the 4th instant, I have the honour to inform you that any students coming to Bombay for examination purposes will be exempt from quarantine, provided they hold a certificate signed by you to the effect that they are visiting Bombay for the above purpose and only the above purpose, and also provided they have no temperature, and that arrangements can be made for visiting them once in their lodgings for medical examination.

I have the honour to be
Sir
Your obedient Servant,
(Signed) F. W. F. VINING, Lieut., R. N.
Secretary, Plague Committee.

MADRAS.

EDUCATIONAL DEPARTMENT.

APPOINTMENTS.

M. R. Ry. Louis Christian Williams Pillai, B. A. Assistant Inspector of Schools, Tanjore-Trichinopoly Division and Acting Inspector of Schools, Western Circle, to be Acting Inspector of Schools Southern Circle during the employment of Rao Bahadur K. Nigoji Rau on other duty, or until further orders. To join on relief by Mr Logan.

M. R. Ry. Sankari Ramadas Aiyar, B. A. Lecturer, Kumbakonam College, and Acting Assistant Inspector of Schools Coimbatore Division to be Acting Assistant Inspector of Schools, Tanjore-Trichinoply Division during the employment of M. R. Ry. L C Williams Pillai on other duty, or until further orders, To join on relief by M. R. Ry. D S Krishnaswami Aiyar.

M. R. Ry. M H Subbarayadu Headmaster, Government Training School, Guntur, Bapatla range, *vice* M. R. Ry. P. Bhimasena Rao [on privilege leave], to act in the probationary class.

M. R. Ry. T A Swaminatha Aiyar, First Assistant Government Mappilla Training School, Calicut, and Acting Sub-Assistant Inspector of Schools, Negapatam range, Ramnad range, *vice* M. R. Ry. T Srinivasa Rao (on privilege leave), to act in the third class.

LEAVE.

M. R. Ry. P Bhimasena Rau, Bapatla range, is granted privilege leave for two months with effect from the date of relief.

M. R. Ry. T Srinivasa Rao, Ramnad range is granted privilege leave for two months and twenty-eight days from the date of relief.

Moulvi Saiyid Hasan Raza Sahib Muhammadan Schools Southern Circle a granted privilege leave for three months from the date of relief. Advance of pay for two months is sanctioned.

APPOINTMENTS

The Director of Public Instruction makes the following appointments:—

M. R. Ry. V. Kamesvara Rau Sub-Assistant Inspector of Schools, Guntur Range and acting in the Cocanada Range to be Sub-Assistant Inspector of Schools, Ellore Range, *vice* M. R. Ry. K. Krishnamurti Pantulu, *retired*. To join as soon as possible.

M. R. Ry. V. Appayya Sastri Provisional Headmaster, Government Training Lchool, Vizagapatam, and Acting Sub-Assistant Inspector of Schools, Russelkonda Range to be Sub-Assistont Inspectar of Schools, Cocanada Range, *vice* M. R. Ry. V. Kamesvara Rau *sub pro tem* in the proba tionary class, with effect from the date of retirement of M. R. Ry. K. Krishnamurti Pantulu to join immediately on relief by M. R. Ry. Sasi Bhushano Palit.

Mir Tahir Ali Saib, Persian Munshi, Manrassis Azam, Muhammadan Schools, Southern Circle, *vice* Moulvi Saiyid Hassan Raza Saib (on privilege leave) to act in the third class. To join as soon as possible.